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An Analysis and Treatment of the Problems Faced by the Student Teachers in Off-Campus Elementary Schools

Louise Elizabeth Dieterle
Loyola University Chicago

AN ANALYSIS AND TREATMENT OF THE PROBLEMS FACED BY THE STUDENT TEACHERS IN OFF-CAMPUS ELEMENTARY SCHOOLS

by

Louise E. Dieterle

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LIFE

Louise Elizabeth Dieterle was born in Chicago, Illinois, October 14, 1926.

She was graduated from Chicago Teachers College, June, 1948, with the degree of Bachelor of Education and from Loyola University, February, 1953, with the degree of Master of Arts. In August, 1955, she received the degree of Master of Education in School Librarianship from Chicago Teachers College.

A teacher in the Chicago Public Schools since September, 1948, she has been on the faculty of Chicago Teachers College since 1954.

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CHAPTER I

INTRODUCTION

The purpose of this study is to investigate the kinds of problems faced by a selected group of student teachers during their semester of student teaching in off-campus Chicago Public Elementary Schools and to present the various approaches used to solve these problems as worked out by the student teacher.

As our society becomes more complicated teachers will need more training and more education so that they may fit into the community, contribute to its progress and enjoy the product of its ingenuity.[1] Lee confirmed this statement and added:

> The teacher, simply because he has elected to be a teacher, has obligated himself to live a life which exemplifies interest, alertness, adaptability and willingness to learn. When we speak of teacher education, we are unwise to conceive of it purely in terms of certification and credentials. It is a lifelong process and anyone contemplating a career in teaching must accept the challenge which this implies.[2]

Today the teacher's role is more complex than ever before and he is faced with numerous tasks. Low and Jeep emphasized a few of them:

> In this day and age a teacher is asked to fulfil many roles. He must be skillful in guiding classroom learning with all that this implies in breadth and depth of subject-matter background, flexibility in

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[1]Joseph C. Devereux, "A Common Ground," School Life, XL (April, 1957), 2.

[2]Gordon C. Lee, An Introduction to Education in Modern America (New York, 1957), p. 368.

> teaching methods, and ingenuity in captivating and holding the interests of young people. He must be a friend and counselor to boys and girls and conceive of their needs in terms broader than those which relate to academic tasks. He must be generous and cooperative in staff relations and share in leadership for the continuing improvement of the school's services to children. He must be a good public relation's emissary through developing helpful contacts with parents and through being qualified to interpret to the public the valid reasons which lie behind the policies and practices of the school. He must be a good citizen, demonstrating through his participation in community projects, his willingness to carry his share of citizenship responsibility.[3]

According to Monroe:

> In current teaching-learning theory the teacher is assigned a wide range of responsibilities. With respect to the present purpose the more important instructional functions are: (a) managerial (mainly in classroom), (b) planning, (c) initiating and motivating pupil activity, (d) guiding (directing) pupil activity, (e) diagnosis and remedial instruction, and (f) evaluation (measurement).[4]

Grambs identifies the role-expectations of teachers held by students, parents, the community, and school itself as being directors of learning and mediators of the culture.[5]

Cooper points out that the student, our future teacher, must prepare himself for many functions:

1. The good teacher motivates students to want to learn.
2. The good teacher will relate new material to the child's past experience and present purposes.
3. To make such adaptations effectively, the teacher of course must understand, and adjust his teaching to, individual differences.

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[3]Camilla Low and Henry Jeep, "The Role of Guidance and Personnel Work in Teacher Education," Guidance in Teacher Education (Michigan, 1957), pp. 10-11.

[4]Walter S. Monroe, Teaching-Learning Theory and Teacher Education, 1890-1950 (Urbana, 1952), p. 171.

[5]Jean D. Grambs, "The Roles of the Teacher," The Teacher's Role in American Society (New York, 1957), pp. 73-81.

4. The good teacher will make sure that each pupil is actively involved in classroom activities.

5. A good teacher helps the child to combine direct experience with generalizations.

6. The good teacher co-operates readily with the total staff in fostering broad educational values and solving school problems.[6]

According to others in the field of education as well as critics of the schools and the lay public, a teacher should possess knowledge, understanding, skill, perspective, character, drive and personality. The teacher is the key to the whole educative process. The task for developing competence is exacting and many qualities are necessary for success.

The role of the teacher is a many faceted one requiring innumerable skills and attributes. In addition to the many conceptions of the role of the teacher, there are an unlimited number of definitions, connotations, to the word, "teaching." Good defines it:

> Teaching: (1) narrowly, the act of instructing in an educational institution; (2) broadly, the act of providing activities, materials, and guidance that facilitate learning, in either formal or informal situations; (3) that which is taught.[7]

Other meanings are:

> Teaching is the process of facilitating learning. Learning in turn, is a complicated process of selecting, interpreting, integrating which begins when a person responds to a stimulus.[8]
>
> . . . teaching is an art, not a science. . . . Teaching involves

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[6]Russell M. Cooper, "Teacher Education in the American Scene," Teacher Education for a Free People (New York, 1956), pp. 13-15.

[7]Carter V. Good, Dictionary of Education (New York, 1959), p. 552.

[8]Merle M. Ohlsen, "Learner-Centered Teaching," Modern Methods in Elementary Education (New York, 1959), pp. 5-26.

emotions, which cannot be systematically appraised and employed, and human values, which are quite outside the grasp of science. Teaching is not like inducing a chemical reaction; it is much more like painting a picture or making a piece of music, or on a lower level like planning a garden or writing a friendly letter.9

. . . is the art of helping someone to learn, that is of helping him to acquire knowledge, skills, attitudes, ideals, habits, or some other type of learning which he did not previously possess. . . . Teaching is the stimulus, and learning is the response to the stimulus. The function of teaching, therefore, is to provide the best stimuli in order that the best learning may take place. . . . Since it possesses much organized knowledge, which is the chief criterion for a science, teaching is, at its basis, a science.10

Teaching is the stimulating, inspiring, and directing of the learner's activity and experience in such a manner as to secure the desired increments of growth and outcomes of conduct. In the more conventional school it involves the selection, organization, and presentation of means, the directing of learning, the measurement of results, the diagnosis of difficulties, and the application of remedial measures. In the more progressive school it often involves setting the stage, utilising the pupil's own purposes, encouraging the pupil in his attempts to realise these purposes; or in general, the guidance of learning experiences toward the attainment of properly selected goals.11

. . . direction or guidance of learning.[12]

. . . refers to the part played by the teacher in the education of the child. It alludes to the deliberate efforts of a more mature person to induce mental growth in a less mature person. In brief it is causing another to learn. Since education involves changes in an individual, one may define teaching as inducing desirable changes in another person. There is no teaching without learning, but obviously there can be learning without teaching.13

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[9]Gilbert Highet, The Art of Teaching (New York, 1950), pp. vii-viii.

[10]Ward G. Reeder, A First Course in Education (New York, 1958), pp. 256-257.

[11]Charles E. Skinner, Educational Psychology (New Jersey, 1958), pp. 12-13.

[12]Thomas M. Risk, Principles and Practices of Teaching in Secondary Schools (New York, 1958), p. 6.

[13]H.C. Witherington, The Principles of Teaching (New York, 1939), p. 19.

> We define teaching in terms of teacher behavior and say that teaching consists in actions the purport of which is specifically to induce learning.[14]

Student teaching is considered by some educators as the most important part of pre-service teacher education:

> . . . generally regarded as an indispensable aspect of programs of pre-service teacher education. First-hand experience is vital and essential in teacher education. It was among the first types of professional laboratory experiences to be incorporated in the professional preparation for teaching and holds high priority as one of the basic elements in present-day programs.[15]

> . . . traditionally the most important step in the preparation of a teacher. There the student has the opportunity to try himself out in practice.[16]

> . . . considered to be the most worthwhile requirement in the teacher education program.[17]

Those who work with student teachers are cognisant that it is during the student teaching period that one sees a synthesis of all the student has learned and experienced; here is where the student translates theory into practice. Today, when we need so many teachers and still wish to maintain quality programs of teacher education, it is vital that we attempt to provide the best student teaching program and guidance to these persons who are to take

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[14]B. Othaniel Smith, "Critical Thinking," Recent Research and Developments and Their Implications for Teacher Education (Washington, D.C., 1960), p. 260.

[15]Lindley J. Stiles, et al., eds., Teacher Education in the United States (New York, 1960), p. 260.

[16]Margaret L. Carroll, Dorothy M. McGeoch, and Carl W. Proehl, Four Went to Teach (Michigan, 1956), p. 3.

[17]John U. Michaelis, "Teacher Education--Student Teaching and Internship," Encyclopedia of Educational Research (New York, 1960), p. 1473.

their places among us in the profession. Helping student teachers to gain experience and competence in all areas needed by teachers is a difficult job; however, this is our goal. We should begin helping them while they are learning. During this formative stage we should attempt to provide the student teachers with as many experiences necessary to the teachers and help them gain competence in these areas as well as confidence in themselves. In addition, there should be a variety of experiences in areas that prove troublesome to beginning and, many times, to experienced teachers. However, one must remember that student teaching is not the end of a teacher's education, but merely the beginning.

Today many communities are aware of the problems of beginning teachers and do have orientation programs and in-service programs aimed to strengthen the deficiencies found among beginning teachers. Still, it is our duty and responsibility to provide experiences in these problem areas too. If nothing is done to help student teachers many of these weaknesses persist throughout their teaching careers. There is a definite need to know the problems confronting the student teachers at Chicago Teachers College during their student teaching semester in the Chicago Public Elementary Schools in order for us to provide the best kind of program, to recommend various kinds of experiences, and to provide various kinds of help in this early teaching experience before they adopt poorer methods, techniques. Sugga claims:

> The prevention, alleviation, or solution of some of the problems of teachers may be attained through functional teacher-training programs. Many times courses and experiences in teacher-training programs fail to prepare students for responsibilities of in-service employment. As a rule, the coverage of subject-matter appears to be adequate. The majority of criticisms of teacher training programs pertain to the lack of practical experiences afforded by pre-service curricula. For

example, teachers express the need for classroom experiences with progressive methods of teaching, full responsibility for teachers' duties over longer periods of time now spent practice teaching experiences in more than one locality, opportunities to work with youth groups of the age they will be in teaching. . . .[18]

In 1961 the Chicago Teachers College, a coeducational degree-granting institution whose sole purpose is for the education of teachers enters its ninety-second year of service. The present College is the result of two movements, one originating in Chicago in 1855 and the other in Cook County a few years later.

The General Assembly of Illinois authorized the establishment of county normal schools in 1869 and the Cook County Normal School was established in Englewood, the first such institution in the country. In 1896 the Cook County Normal School and the city class were consolidated in the building of the Normal School.

Colonel Francis W. Parker became principal of the Cook County Normal School in 1893 and later the Chicago Normal School, after the two schools merged. Under his leadership the new school became known as one of the finest teacher-training institutions. Over the years the College has had many fine administrators: Dr. Arnold Tompkins, Mrs. Ella Flagg Young, Dr. William Bishop Owen, Mr. Butler Laughlin, Dr. Verne O. Graham, Dr. John A. Bartky, and Mr. Raymond M. Cook, the present dean.

Again in 1938 the College's name was changed and this time to the Chicago

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[18]Mary Frances Suggs, "Persistent Problems of Teachers," Unpublished Doctoral Dissertation (Indiana University, Indiana, 1955), p. 424.

Teachers College. At the same time a four year undergraduate program leading to a Bachelor of Education degree and a program of graduate study leading to a Master of Education degree were established. The College prepares students for the high schools in business education and industrial education, upper grade centers, kindergarten-primary and elementary grades 3 through 8.

The main campus is located at 6800 Stewart Avenue on the South Side of Chicago, in the Englewood community. The campus has twenty acres of land and contains extensive lawn areas, athletic fields, tennis courts, and parking facilities, in addition to various buildings. The College maintains three branches in the city at locations on the West Side and North Side. During the summer of 1961 two North Side branches will be closed and these students will move to the new Teachers College on the far North Side.

The College is fully accredited on both the undergraduate and graduate levels by the North Central Association of Colleges and Secondary Schools and the National Council for the Accreditation of Teacher Education. It is officially recognized by the State of Illinois Department of Instruction and is approved for veterans' training.

According to a recent report, "The number of students enrolled at the Chicago Teachers College has been affected by war and peace, boom times and depressions, birth rates and retirement policies."[19] In the depression years

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[19] Report on the Chicago Teachers College to the Chicago Board of Education (Chicago, 1956), p. 36.

when the number of qualified teachers was increasing the College accepted only the top ten per cent of those applying. At the present time the following Rules of the Board of Education state:

> Admission to Chicago Teachers College shall be limited to those graduates of recognized high schools who signify an intention to teach in the public schools of Illinois and who meet proficiency standards approved by the General Superintendent of Schools and administered by the Chicago Teachers College.[20]

Only those individuals who meet these general requirements are eligible for admission:

> 1. United States citizenship. (This requirement may be waived in the case of applicants who are in the process of attaining citizenship and who may be expected to gain it before graduation.)
> 2. Graduates for a four-year high school recognized by the Superintendent of Public Instruction.
> 3. Legal residence in the State of Illinois for a period of at least one year preceding the expected date of admission to Chicago Teachers College. (Non-residents of Illinois may currently be admitted only on payment of full cost tuition.)
> 4. Certification of intention to teach in the public schools of the State of Illinois.
> 5. Successful completion of a test of college aptitude.[21]

A physical examination is required of all entering students during their first semester in residence at the College.

During the depression and war years there was a decline in the enrollment, but during the last ten years there has been a climb upward. In the fall, 1960, there were 3,303 students enrolled in the day and evening schools.

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[20] Chicago Teachers College, General Announcements, Undergraduate Catalog, 1959-1961 (Chicago, 1959), p. 27.

[21] Ibid.

Of this number, 1,635 were day students. This figure refers only to the main campus.

The requirements for the Bachelor of Education degree are:

1. Successful completion of one of the authorized curricula (General Elementary Curriculum and the Teaching Major Elementary Curriculum for grades 3 through 8, and the Kindergarten-Primary Curriculum for kindergarten and grades 1 through 3 are offered for the elementary level. Two kinds of high school teacher training curricula are offered: business education and industrial education.)
2. At least 30 credit hours of course work, normally the last 30 hours, must have been taken at the Chicago Teachers College. Transfer credits must have been earned at an institution accredited by the regional association or at an institution to which the State University grants full transfer credit. Courses taken at a junior college in excess of a total of sixty-six credit hours may not be transferred to the Chicago Teachers College. Credit for student teaching received elsewhere may not be transferred; it must be earned in the regular academic session at the Chicago Teachers College in order to be counted for degree purposes. Exceptions to this rule may be made only by vote of the faculty of the College.
3. A minimum cumulative grade point average of 2.0 is required for all work attempted at Chicago Teachers College. Courses with a grade of "C," earned at a regionally accredited college and applicable to the Chicago Teachers College curriculum selected by the student, may be used to meet graduation requirements within the limits stated in paragraph two (2) above.
4. Passing of a test on the constitutions of the United States and Illinois is required by statute.[22]

The Chicago Teachers College has changed its curriculum quite often to conform to new needs, certification requirements, and the growing need for specialization within the field of education. The curriculum has been under continuous study by the faculty over the years.[23]

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[22] Ibid., p. 39.

[23] See Appendix I for copies of the various curricula.

We at Chicago Teachers College feel our student teaching program is most worthwhile:

> . . . the most significant single experience in the professional preparation of a teacher. It is a culminating activity in which the student's total background of general and professional education is brought to bear upon the endeavors in which he is engaged. It presents a variety of stimulating challenges which the student must meet successfully if he is to be effective in his initial work with children and if he is to develop attitudes which will be desirable for his professional career. . . .[24]

The student teaching program at the College has always held an important place in the school's program. Going back to an early catalog one finds that the student teaching program has undergone many changes:

> The Training Department was established in order that there might be a school exhibiting the best methods of teaching, discipline and classification. It includes the Primary and Intermediate grades. The Normal students are required to practice in this department from five to twenty days each year of their attendance at the school, under the constant supervision of critic teachers. There they have an opportunity to put in practice the principles and methods which they have previously learned by observation and special instruction; also to manifest such degree of ability to teach as they may possess.
>
> Each pupil, before taking charge of a class, is required to spend two days in observing the work of the previous teacher, taking full notes of the work done in the room, familiarizing himself as much as possible with the pupils' names and characteristics, and reviewing the "Criticism Book," in order to profit as much as possible by the criticisms of his predecessors; and also to present a paper, with reasons in full, for every exercise required of the children. We are thus enabled to continue the same kind of work, in the same manner, from week to week, thereby securing to the pupils in this department uniformity of instruction.[25]

The students entered the school of practice in the fifth term. During the

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[24]Marie Tierney, "Our Student Teaching Program," Chicago Schools Journal, May-June, 1953, p. 203.

[25]Catalogue and Circular of the Cook County Normal and Training School (ca. 1870, not paginated).

third and fourth terms the student received special instruction in the methods of teaching and mental development. In 1920, Dr. Owens made several changes and the practice term was reduced to ten weeks of full time teaching. In order to carry out the plan fifty schools throughout the city were selected. Prior to this only certain selected schools were used.

In 1939 the second semester of the third year was devoted to student teaching. Students were assigned to elementary schools of the Chicago Public School system each day for the morning session only. Another change was made in 1944 when students were assigned for a part of each day during the senior year. Student Teaching I and II:

> serve to orient the student teachers into the life and program of the elementary school, acquaint them with the entire elementary school curriculum and give opportunity during the year of practice teaching for carrying on instruction in various subject matter fields at various grade levels.[26]

Student Teaching I introduced the student teacher through observation and participation in accepted techniques of classroom management and teaching procedures as practiced successfully in the Chicago Public Schools. During Student Teaching II the student gradually assumed major responsibility for planning, directing, and evaluating the learning experiences of one or more classes in varied subject areas on different levels.[27]

Again, there was a change in 1947. During the fourth year the student was to spend one semester, four mornings and one full day, in the school in various activities.

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[26]Chicago Teachers College, Announcements 1944-1947, p. 27.

[27]Ibid.

A similar program is in effect today. Student teachers spend four mornings, 8:30 A.M. - 11:30 A.M., and one full day, 8:30 A.M. - 3:15 P.M., in the Chicago Public Schools for one semester, twenty school weeks. The students work in two classrooms on different grade levels and teach two different subjects during the semester. The current catalog describes Student Teaching as:

> A program whereby students learn to teach by teaching; designed to induct students gradually into the many activities and responsibilities of the classroom teacher. Students are . . . provided with observation at all levels of the schools and opportunities for experience in the areas of special services; supplied with guidance and supervision by a college counselor and by critic teachers and principals of co-operating schools; and given further assistance through a seminar held two afternoons weekly during student teaching semester; in addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-teacher-pupil conferences and faculty meetings.[28]

Although there have been changes in the student teaching program, there are common elements in the programs. The student teachers were always provided with supervision from a college supervisor as well as from the cooperating, or critic, teacher and principal. Seminars based on classroom problems and current educational trends were held in conjunction with the student teaching program. At the present time the student teaching seminar concentrates upon:

> situations encountered in student teaching; systematic attention is given to common concerns of inexperienced teachers such as evaluation, pupil behavior, classroom management and routine, methods of instruction, the role of the substitute teacher, ethical and legal aspects of teacher conduct, cooperation with parents and colleagues. . . .[29]

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[28]Chicago Teachers College, General Announcements, Undergraduate Catalog, 1960-1961 (Chicago, 1960), p. 66.

[29]Ibid.

To enroll in the Student Teaching program a student must have a minimum over-all grade point average of 2.5 and have received passing grades on achievement tests in English composition, speech, and arithmetic. He must also have had the prerequisites as stated in the catalog: Principles of Teaching, Teaching of the Language Arts in the Elementary School, and Teaching of Elementary Science, Grades 3 to 8, or consent of the instructor. The cumulative grade point average was gradually raised from 2.0 ("C") to 2.5. In February, 1961, all students who enter the student teaching program will be expected to have a minimum grade point average of 2.5. Students enrolled in the September, 1960, program had to meet the requirement of 2.4.

The major problem of this study is to investigate the kinds of problems faced by a selected group of student teachers during their semester (20 weeks) of student teaching in off-campus Chicago Public Elementary Schools and to present the various approaches used to solve these problems as worked out by the student teacher. The writer wishes to:

1. identify the nature of the teaching problems faced by the student teachers.

2. determine the kinds of problems faced by student teachers.

    a. Do all student teachers at Chicago Teachers College face the same kinds of problems in varying degrees? (Do all student teachers, regardless of age, academic background, experiental background, subjects or grades taught, have essentially the same kinds of problems?)

    b. Are certain problems peculiar to various age/grade levels or subject areas? (Do students who work in departmental programs experience similar problems? Do students who teach a particular subject, for example, Science, experience common problems?)

    c. Are certain problems experienced by students of the same sex, age grouping, transfer student, regular four-year Chicago Teachers College student? (Do young men indicate they have difficulty working effectively with teen-age girls? Do the

older students have more difficulty maintaining good human relationships with their cooperating teachers? Do transfer students who received part of their education at another college have difficulty in areas that are not as much problems to the four-year Chicago Teachers College student?)

d. Are certain problems experienced by the majority of students at definite periods during the student teaching semester? (From an analysis of the questionnaires and interviews, do the majority of students experience common problems during the first five weeks of teaching, second five weeks?)

e. Is there any relationship between academic scholarship and problem areas? (Do students who rank high scholastically tend to experience problems in areas peculiar to their group, and vice versa? Do students who had difficulty with a subject area during their college career experience this same difficulty when doing their student teaching?)

f. Do the student teachers experience identical problems to both situations? (Student teachers work on two grade levels in two subject areas during this semester. Are their problems in both grades and subjects similar?)

This project is limited to a study of the problems faced by one group of student teachers who were working in two subject areas on two grade levels in the Chicago Public Elementary Schools (grades 3 through 8) for one semester, September, 1960, through January, 1961. The writer did not work with student teachers enrolled in the Kindergarten-Primary, high school Business Education or Industrial Education curricula, or those enrolled on the college's other campuses.

The classifications and categorizations of the problems submitted and discussed by the student teachers were determined by the writer. She did not consult with the other counselors or with the cooperating teachers with whom the students were working as to the validity or reliability of the problems submitted.

The student teachers were asked to report their three most important

problems at three specific times and to discuss their major problems twice during the semester. They were given no special nor formalized help in analyzing their problems, although seminar sessions are devoted to a discussion of problem situations. Therefore, one can assume that some of the student teachers did not report their major problems and/or were not able to determine nor analyze their problems and approaches to the solutions of these problems. It is also possible that some had more than three important problems at the time they reported their difficulties on the questionnaires and that they had more than one major problem at the time of their interviews.

The terminology used throughout are definitions established by the Association for Student Teaching:

> College Supervisor is an individual employed by the teacher-education institution to work cooperatively with supervising teachers and/or cooperating teachers to assist the student teachers in deriving the greatest possible values from experience.
>
> Cooperating School is a school used by the college to provide professional laboratory experiences, but is not administered by, staffed by, or under the major legal jurisdiction of the college.
>
> Cooperating Teacher is a regular teacher in a cooperating school in whose classes students observe, participate, or do student teaching.
>
> Laboratory School is any school, public or private, which a teacher-education institution utilizes as a resource for professional laboratory experiences.
>
> Off-Campus--student teaching activities carried on in affiliated or cooperating schools that are not on the campus of an institution engaged in preparing teachers.
>
> Professional Laboratory Experiences--all those contacts with children, youth, and adults (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.
>
> Student Teacher--a college student who in acquiring practical teaching experience and skill under the guidance of a supervising teacher or other qualified person.
>
> Student Teaching--period of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.[30]

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[30]Michaelis, p. 1474.

Other terms that will be used in the paper:

Problem--a situation causing the student teacher difficulty in the teaching situation.

Treatment--method or procedure utilized by the student teacher to solve or alleviate his problem either permanently or temporarily.

CHAPTER II

REVIEW OF THE LITERATURE

Each student teacher with whom the college supervisor or counselor works is different. His reason for preparing to teach differs; his experiential background differs; his idea of the role of the teacher differs; his idea of the teaching-learning process differs. Russell Burkhart claims that for some students:

> . . . student teaching brings to a climax all their unsolved problems and frustrations. These problems perhaps have been latent, waiting only for some one more defeat or disappointment to trigger them and to bring them to the surface. Then there are other student teachers who find frustration not a major disturbing influence in their lives, but minor, just sufficient to worry them, but not serious enough to cause an agonizing upheaval in their existence.[1]

One can assume that the difficulties of student teachers are many regardless of previous training experiences or personal ability. Problems will emerge because of the newness of the position, the assumption of numerous responsibilities, and the application of professional theory. Difficulties will also vary in complexity and in range. But, says Gertrude Hildreth, "The goal of teacher education is to equip students with professional competence and trained minds which will enable them to identify and to deal with the problems

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[1]Russell Burkhart, "Guidance Emphases in Teacher Education," Guidance in Teacher Education (Michigan, 1957), p. 107.

that arise in the teaching profession."[2] This is in keeping with ideas presented by Steeves:

> Student teaching gives the prospective teacher a chance to evaluate his college preparation in subject matter in terms of what can be presented to children. It provides opportunity to test professional theory in terms of a real teaching situation. It offers experience to the inexperienced at a time when close supervision is imperative. It is not experimentation. It is not "practice." It is responsible, supervised teaching, under guidance, in preparation for full-time work.[3]

The review of the literature is limited to those studies, reports, researches concerned with problems of student teachers during their student teaching in off-campus or laboratory schools in elementary and secondary schools. No attempt has been made to report on materials devoted exclusively to problems of beginning new teachers.

From 1924 - 1927, during a three and one-half year period, Sprague asked students enrolled at the State College of Upper Montclair, New Jersey, and engaged in practice teaching to submit a few case problems to him every two or three weeks. The purposes in collecting these problems were to:

1. encourage student teachers to recognize their individual problems or difficulties in classroom teaching.
2. note the difficulties which student teachers meet during supervised teaching and the frequency with which they occur.
3. familiarize the teaching staff with the problems which inexperienced teachers meet and to provide for a closer relationship between the instructional work and the work in observation and practice.
4. discover the extent to which the curricula and the course of study

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[2]Gertrude Hildreth, "The Role of Experiential Learning in the Education of Teachers," The Journal of Teacher Education, II (September, 1951), 180.

[3]Frank L. Steeves, "Student Teaching Is Essential," The Clearing House, XXXII (March, 1958), 430.

provide for various needs of students in supervised teaching.[4]

The following procedures were employed after the students submitted their case problems with complete identifying information. Sprague classified the problems according to subjects and departments. The case problems were then used as part of the regular class work of the various subjects and in the student teacher conferences. Later they were returned for additional study, reclassification, and filing by a group of one to four judges. However, the final classification was based upon the needs and interests of the student teachers as expressed in their own words. The author made no attempt to evaluate the seriousness of the difficulty or technique nor the inclusiveness or complexity of each case problem. During these three and one half years 4,429 cases were submitted, analyzed, and classified:

	MAIN HEADING	DISTRIBUTION
I.	Organization and Management	376
II.	Discipline Problems-Team Work	1,221
III.	Teacher's Personality as a Source of Problems . . .	37
IV.	How to Work with Individual Adjustment Cases . . .	1,094
V.	Selection and Organization of Subject-Matter . . .	51
VI.	General Methods	152
VII.	Techniques of Teaching Individual Subject	1,498[5]

As a result of Sprague's study there were several changes in the teacher education program at the college:

> Classroom management as a subject has been dropped.
> Problem and demonstration courses have been added.
> Mental hygiene has been added to the work in educational psychology and academic psychology is taught in relation to educational psychology.

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[4]H. A. Sprague, "The Case-Problems of Student-Teachers," Educational Administration and Supervision, XIV (May, 1928), 315.

[5]Ibid., p. 316.

> Courses of study are being adjusted continually to students' problems.
> All theory departments are kept in constant touch with the work in practice.[6]

Hughes asked forty-five University of Oregon junior and senior students who had taken some work in education and would soon be enrolled as cadets in the secondary schools to write out ten questions each of which would summarize their problems in anticipation of the work as teachers. Their problems, listed in descending order of mention, were concerned with:

> discipline
> methods of recitation
> teacher's attitude toward pupils
> slow and fast children
> rating children
> how to gain interest and attention
> special methods
> teacher's relations with pupils
> presentation of the first lesson
> planning work, time to spend on preparation
> meeting pupils the first day
> assignment
> question of new methods
> relations to principal and superintendent
> teaching pupils how to study
> relations to the community
> pupils' attitude toward the teacher
> relations to the course of study
> miscellaneous.[7]

Discipline was ranked first and was listed seventy-four times, almost twice as many times as the next problem, methods of recitation.

As a result of his tabulations, Hughes concluded:

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[6] Ibid., p. 324.

[7] C. L. Hughes, "Problems Confronting the Student in Anticipation of Teaching," Educational Administration and Supervision, X (November, 1924), 519.

1. That the student in anticipation of teaching is serious in his thinking and has developed already an awareness of many professional problems.
2. That a wide range of educational problems present themselves to the beginner.
3. That the anticipated difficulties are such that they can be roughly classified and may well form the basis of a prerequisite course to actual teaching.[8]

Ernest Hanson worked with eighty-eight critic (cooperating) teachers and eighty-eight student teachers who were teaching in the University High School and the Minneapolis Public Secondary Schools in an attempt to:

1. suggest a technique for determining the general classroom difficulties of the student teachers.
2. discover the general classroom activities that are presenting difficulty to student teachers and the relative degree of difficulties of these activities.
3. determine whether the student teachers' problems in the Public Schools are similar to the classroom problems of student teachers in the University High School.[9]

He devised a check list of teaching activities based on data from previous studies, ideas of the critic teachers, and ideas of the various authors. The check list contained activities under the headings of questioning, discipline, lesson planning, and miscellaneous. At certain designated periods when a student teacher was presenting a lesson in an academic subject, the critic teacher was to examine critically all phases of the lesson and record the difficulties encountered under the various headings. In addition, a self-rating list was filled out by the student teacher for the same lesson. As a result of the check list Hanson established forty-three problem areas.

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[8] Ibid.

[9] Ernest M. Hanson, "Classroom Difficulties of Student Teachers," Scientific Method in Supervision (New York, 1929), p. 106.

The ten areas presenting greatest difficulty were:

1. stimulating interest through skillful questioning
2. providing for individual differences
3. getting all pupils to participate
4. keeping pupils from talking when someone was reciting
5. keeping pupils from answering questions before someone is called on
6. asking thought-provoking questions
7. apportioning time to each activity of the recitation
8½. preventing undertone and whispering conversation during the recitation
8½. summarizing chief points of the lesson
10. overestimating the amount a class can cover in a single recitation.[10]

A composite ranking of the problem areas for both groups showed the following difficulties in rank order: questioning, lesson planning, discipline, and miscellaneous. The rankings by the student teachers and the critic teachers in both situations were quite similar and Hanson concluded that "student teachers are conscious of their difficulties as determined by critic teachers."[11]

Campbell investigated the treatment used by teachers and student teachers in meeting classroom behavior problems. She defined a classroom behavior problem as "any activity that is objectionable to a social group," and also recognized that a problem in one situation may not be a problem in another where a different standard exists.[12] She conducted this investigation in the fall of 1931 in eighty-three elementary schools, grades 1 - 6, including rural,

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[10] Ibid., p. 125.

[11] Ibid., p. 129.

[12] Nellie M. Campbell, The Elementary School Teacher's Treatment of Classroom Behavior Problems (New York, 1935), pp. 1-2.

village, and suburban schools, in southern New Jersey. The classrooms were those in which student teachers of the Normal School were teaching for a second period of ten weeks during the senior year of a three-year course. The data were obtained from three sources:

1. diary records obtained by student teachers through observation in the classrooms and through conferences with experienced teachers regarding these observations. These records included the state of the problem situation, a description of the conditions under which the problem arose, the treatment used, and the outcome of the treatment. They also contained the teachers' and students' statements of their opinions concerning the success of the treatment.
2. diary records obtained by the experienced teachers through observation of the students' teaching and through conferences with students regarding the observation.
3. questionnaires submitted to experts in education and to a sampling of experienced teachers.[13]

During these ten weeks 1,232 classroom behavior problems were analyzed. Of this number, 214 were submitted by the experienced teachers and represented problems that arose when the student teachers were in charge of the classroom. According to Campbell's analysis the behavior problems fell into six classifications:

Problems relating to violations of classroom order	40%
Problems relating to differences with authorities or rules	16%
Problems relating in application to school work	22%
Problems describing aggressive and antagonistic personality traits .	14%
Problems relating to immorality	8%
Problems describing withdrawing and recessive personality traits . .	2%

The problems reported most frequently for student teachers, ranked in descending order, were: disturbing others, disobedience, talking, inattention, and failing to work together or quarreling. Among the treatments used most

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[13] Ibid., p. 5.

frequently by student teachers and the experienced teachers are: censure, deprivation, assistance, and verbal appeal.[14]

It is interesting to note that the student teachers' treatments as recorded are more nearly like the practices utilized by teachers rated A in class control with few exceptions. Student teachers resorted to scolding more frequently than did teachers rated A. Campbell explains an A teacher as one who:

> has an unusually high degree of self-control as evidenced by the majority of the class. The teacher secures eager cooperative response from the children. Social relations are established and maintained.[15]

She noted similarities between the students' treatments and the A teachers' treatments and suggests these reasons:

1. They [student teachers] had two years of intensive training in subject matter, psychology, and educational procedures.
2. The teaching is directed by the training teacher and a trained assistant supervisor of student teachers.
3. The work is novel and the student teacher brings enthusiasm and a desire to try his power in a new task.
4. Their desire to succeed is strong.[16]

Anna H. Matthews wished to learn the chief problems encountered by prospective teachers while enrolled at the State Teachers College, Salisbury, Maryland, to evaluate the effectiveness of the directed teaching program in that institution with a total enrollment of 350 students. She studied the

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[14] Ibid., pp. 11-41. (Percentages cited were extracted from p. 15.)

[15] Ibid., p. 39.

[16] Ibid., p. 41.

problems listed in diaries written by 113 members of the junior classes and 57 members of the senior classes in Directed Teaching I, II, and III, during 1938-40, plus the anecdotal records submitted by the training teachers and supervisors. Each of the three phases of student teaching is to give the student teachers more responsibility in the school situation and in the final phase he is to teach full time in an off-campus school. It is in Directed Teaching I that the members of the junior class have their first contact with a school situation.

The student teachers were asked to "state frankly in as brief a form as possible the questions and problems concerning observation and participation in which they needed special help,"[17] and to submit these diaries to the investigator each day they had any contact with the laboratory school. After all the diaries and anecdotal records had been studied, the problems were re-analyzed and classified into categories as shown in the three tabulations (on following pages) as they appear in Matthews' study.

Matthews concluded that the combined difficulties reported by the student teachers and their supervisors followed a similar pattern. Planning and teaching appeared to present the greatest number of difficulties; however, this was probably due to the many different types of difficulties listed under this category. Among her recommendations, the following are most meaningful:

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[17]Anna H. Matthews, "A Diagnosis of the Laboratory-School Problems of Prospective Teachers as a Basis for Improving Directed Teaching with special reference to the State Teachers College at Salisbury, Maryland," Unpublished Doctoral Dissertation (New York University, New York, 1940), p. 12.

DIFFICULTIES ENCOUNTERED IN DIRECTED TEACHING I [a]

Difficulties	1938-1939		1939-1940	
	25 Juniors	2 Super. 4 Tr. T.	33 Juniors	2 Super. 4 Tr. T.
Observation and Study	37.1	19.6	36.98	21.30
Classroom Management and Pupil Control	13.8	14.8	14.9	10.38
Improvement of Personal Qualities	10.5	24.2	15.28	20.04
Planning and Teaching	38.7	41.4	32.83	48.26

[a]Ibid., pp. 79-81.

DIFFICULTIES ENCOUNTERED IN DIRECTED TEACHING II [a]

Difficulties	1938-1939		1939-1940	
	25 Juniors	2 Super. 4 Tr. T.	30 Juniors	2 Super. 9 Tr. T.
Subject Matter	9.62	10.07	5.18	7.00
Observation and Study	4.44	3.85	2.68	1.35
Professional Interests and Relationships	3.14	1.21	1.15	1.67
Classroom Management and Pupil Control	17.20	7.85	19.19	8.83
Improvement of Personal Qualities	24.04	26.28	7.68	21.97
Planning and Teaching	41.43	50.71	63.91	58.36

[a]Ibid., pp. 118-122.

/For tabulation covering Directed Teaching III, see p. 28./

DIFFICULTIES ENCOUNTERED DURING DIRECTED TEACHING III [a]

Difficulties	1939-1940		1938-1939	
	25 Seniors	2 Super. 7 Tr. T.	32 Seniors	2 Super. 9 Tr. T.
Subject Matter	3.33	4.04	6.11	6.35
Professional Interests and Relationships	3.33	2.00	3.05	.93
Classroom Management and Pupil Control	16.08	5.70	20.04	10.32
Improvement of Personal Qualities	19.61	19.85	16.99	23.11
Planning and Teaching	57.45	68.38	53.77	59.01

[a] Ibid., pp. 152-156.

5. the program of directed teaching and the professional subject-matter and psychology courses should be carefully integrated.
6. the contacts of the student teachers in the laboratory schools should be varied and extensive enough to provide experiences with an understanding of the important tasks of an elementary school teacher.
7. especial attention should be given to the individual needs, experiences, and abilities of each of the student teachers; these needs should serve as differentiation in student teaching.
8. every prospective teacher should obtain a rich background of subject matter and a "safety minimum" of teaching skills for successful initial experience before being certified for elementary school service.[18]

As a means of determining the teaching difficulties of student teachers in directed teaching on the secondary school level, grades 7 - 12, Batchelder asked the student teachers to describe their difficulties, the nature of the help they had received in solving or adjusting to the specific difficulty by their

[18] Ibid., pp. 158-159.

supervisors, and the extent to which the supervisory assistance was judged helpful.[19] He also analyzed mid-semester letters of appraisal and the written reports from the supervising teachers. From these sources he found 4,380 difficulties.

The twelve most prevalent types of difficulties, accounting for four-fifths of the difficulties encountered by the student teachers, were:

Handling problems of pupil control and discipline
Motivating pupil interest and response
Presenting the lesson and guiding pupil discussion
Lack of an effective teaching voice
Lack of dynamic qualities in personality
Difficulties involved in planning and organizing learning activities, materials, procedures
Adapting to needs, interest and abilities of pupils
Handling broader aspects of teaching technique
Questioning
Budgeting time and controlling tempo
Lack of command over subject matter.[20]

Batchelder divided the problems into two general categories: difficulties relating to deficiencies in personal character of the student teacher and difficulties involved in instructional activities in directed teaching. The former group accounted for 35.6 per cent of the difficulties and the latter for 64.3 per cent. According to this data, "about one out of six difficulties involve overcoming deficiencies in general teaching personality and one out of

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[19]Howard T. Batchelder, "An Analysis of Student Teachers' Difficulties in Directed Teaching," Unpublished Doctoral Dissertation (University of Michigan, Ann Arbor, Michigan, 1942), pp. 40-45.

[20]Ibid., p. 73.

three involve the solution to difficulties relating to general instructional techniques."[21]

The majority of difficulties recognized by the student teachers, in descending order of frequency, were:

1. handling problems of pupil control and discipline
2. motivating pupil interest and response
3. presenting the lesson and guiding pupil discussion
4. adapting to the needs, interests, and abilities of pupils.

The difficulties observed by the supervising teachers, in descending order of frequency, were:

1. lack of dynamic qualities in personality
2. lack of an effective teaching voice
3. presenting the lesson and guiding pupil discussion
4. planning and organizing learning activities, materials, and procedures.[22]

Batchelder's major purpose in conducting the study was to make recommendations for the improvement of teacher education. From an analysis of his data, he indicated that supervising teachers tended to report those difficulties which are the real causes of secondary and more superficial difficulties which are more readily recognized by the student teachers.[23]

He made the following recommendations for the improvement of teacher education in view of his results:

1. that in supervisory conferences with student teachers emphasis be placed on leading the student teacher to a recognition of the real nature of his difficulties. Felt difficulties provide the

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[21] Ibid., p. 150.

[22] Ibid., p. 151.

[23] Ibid., p. 152.

point from which the student teacher can be led more readily to a recognition of, and willingness to do something about, the underlying causes which give rise to those more secondary types of difficulties.

2. that induction of student teachers into directed teaching be thoroughly individualized.
3. that a broader scope of directed teaching experiences be provided in pre-service teacher education.
4. that before assignment to directed teaching, the academic, professional, extracurricular, and work load of the student be examined carefully to make certain that each individual will have enough time to realize possibilities for growth in directed teaching.[24]

William Howard Lucio studied the problems and treatments as suggested by the college supervisors for ninety-seven beginning student teachers enrolled at the San Diego State College, San Diego, California. He wished to:

(1) discover the number, type, and frequency of teaching problems among a group of beginning student teachers as these were recorded by their college supervisors.
(2) determine and develop the procedures used by the college supervisors to treat specific teaching problems selected from among the problems discovered.
(3) determine the changes, and the significance of the changes, in the teaching performance of the beginning student teachers after supervisory treatment.[25]

To obtain this information he analyzed the written records kept by the seven college supervisors indicating the students' problems and the supervisors' specific suggestion(s). He also sought a listing of supervisory procedures found to be effective in treating the specific difficulty. In addition to this, he checked the two supervisory ratings of the teaching performance of each of

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[24] Ibid., pp. 164-166.

[25] William Howard Lucio, "The Diagnosis and Treatment of Selected Teaching Problems of Beginning Student Teachers," Unpublished Doctoral Dissertation (University of California, Berkeley, California, 1944).

the ninety-seven cases.

Before analyzing his data he defined his terminology thusly:

> Treatment - the procedure used by the college supervisors to overcome any teaching problem or problems.
> Teaching Problems - difficulties arising out of classroom teaching situations when the beginning student teacher was in charge of the class.[26]

After classifying the problems, he segregated them under three categories: teaching procedures, pupil control, and professional problems. He justified this categorization on the basis of "being convenient groups for purposes of analysis and treatment."[27] Under teaching problems were included: general problems, teaching subject matter, planning, classroom management (physical environment), evaluating the results of teaching, meeting individual differences, selecting, initiating, and developing special activities, developing the background of teachers in subject matter.[28]

The problems categorized under pupil control were chosen for special supervisory study and a compilation was made of the procedures found to be effective in their treatment. He defined pupil control as:

> ability of the beginning student teacher to influence directly the groups of pupils in a classroom situation and to make changes in the character and habits of these children.[29]

In this category are found: management of a group of pupils, maintaining the attention of the entire group, general problems of misbehavior, motivation,

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[26] Ibid., pp. 3-4.

[27] Ibid., p. 106.

[28] Ibid., pp. 35-42.

[29] Ibid., p. 4.

planning to prevent problems in pupil control, getting the attention of the entire group. Lucio points out that:

> none of the final approved treatments were to be considered formulae to be applied in any and all situations without a careful analysis of the applicability of the treatments to the particular situation or case to be treated.30

The various treatments Lucio selected were those considered to be effective for teachers beginning their first classroom contacts with pupils. Some of the treatments suggested were:

Management of a Group of Pupils

1. Help pupils to understand the nature of democratic living by discussing its responsibilities and opportunities and by actual demonstration of it in the classroom situation.
2. Be responsible for everything which concerns your group of pupils. Take the initiative for solving any problems which arise.
3. Learn to be positive, definite, and accurate in your statements to children. Phrase your statements to say "do" rather than "don't."

Maintaining the Attention of the Entire Group

1. Once attention has been gained make every effort to maintain it, continuing to sit or stand where you can see the entire group and where all pupils can see you. In beginning teaching it is not wise to turn your back to the class to write on the blackboard or to do other work. Facing the class throughout the lesson is a most effective procedure. Walking around the room or talking with one's back to the class creates unnecessary problems in control.
2. Make a real effort to get all pupils to participate by:
   a. Going on with a lesson only when you have the cooperation of all the pupils.
   b. Calling on those pupils whose attention is wavering
3. Consistent attention to the needs of pupils is a great factor in maintaining attention.

General Problems of Misbehavior

1. Make a thorough study of the situation in which misbehavior has occurred in order to get at the cause or causes of the trouble instead of continuing to punish for misbehavior. Among other things the trouble may be due to:

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30 Ibid., p. 107.

a. teacher's lack of preparation and knowledge of the lesson
b. teacher's lack of self-confidence
c. over-stimulation of the group of pupils
d. teacher's unawareness of a lag in interest or a tiring of the group
e. a lack of consistency in standards or in holding to them.
f. teacher's not seeing that all pupils are kept busy at worthwhile tasks.

2. Take the initiative in solving a problem of misbehavior. The pupils will respect you more if you assume full responsibility for everything that concerns your group.

3. Do not make "mountains out of molehills." Use good judgment in problem situations. When not certain what course of action to take in minor infractions it is wise to do nothing.[31]

In his conclusions, he points out that the following elements pertinent to pupil control were emphasized by the supervisors:

a. setting up and maintaining certain specific external measures of control.
b. studying the needs of pupils, building standards of action upon present and future social or academic needs, and holding to standards once established.
c. thorough teacher preparation in order to provide varied and worthwhile activities for pupils.
d. recognition of the importance of motivation and incentives in order to obtain good work from pupils.
e. routinizing as many classroom activities as possible.
f. developing pupils' responsibilities and self-direction.
g. establishing wholesome pupil-teacher relationships.
h. the use of specific procedures to secure varied and related results.
i. the use of methods of prevention and careful comprehensive study of the causes of pupils' difficulties, whether in school or out, rather than continued punishment for misbehavior.[32]

According to Herbert W. Wey, one of the reasons teachers leave teaching is that their college preparation has not been too satisfactory. Therefore, as a means of evaluating the effectiveness of the program at Appalachian State

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[31] Ibid., pp. 55-64.

[32] Ibid., p. 107.

Teachers College he attempted to learn:

1. What are the nature and scope of the difficulties encountered by student teachers as recognized by the student teachers and their supervising teachers?
2. What are the nature and scope of the difficulties encountered by beginning teachers and their supervisors?
3. How do the difficulties of student teachers compare with the difficulties of beginning teachers?
4. How do the difficulties of student teachers and beginning teachers shift in nature and scope and which difficulties tend to persist or remain unsolved?
5. How do the difficulties recognised by student teachers compare with difficulties observed by their supervisors?
6. How do the difficulties recognized by beginning teachers compare with difficulties observed by their supervisors?[33]

To obtain this data he consulted 138 secondary school student teachers, thirty-eight supervising teachers who worked with the student teachers, ninety-five secondary school beginning teachers who had been graduated from the college in 1948 and were now in their first year of teaching, and seventy-eight supervisors who were responsible for the supervision of these first year teachers. The student teachers and beginning teachers submitted reports at three intervals. These reports were simple in form and contained a space for describing each difficulty and a space for checking whether or not the difficulty had been solved at the time of reporting. Wey also held two or more individual conferences with almost all the participants.

The student teachers reported 3,002 difficulties and the beginning teachers 2,537. The difficulties peculiar to each group were classified under fifty-five

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[33]Herbert W. Wey, "A Study of the Difficulties of Student Teachers and Beginning Teachers in the Secondary Schools as a Basis for the Improvement of Teacher Education," Educational Administration and Supervision, XXXVII (January, 1951), 99.

specific types which involved these general areas:

1. Overcoming or adjusting to deficiencies in professional attitudes any traits, personal handicaps, and general personal teaching personality.
2. Solving or adjusting to problems in planning, instructional techniques, directing special activities, developing desirable educational habits and skills in pupils, evaluating pupil achievement, classroom management, pupil guidance and control, directing extracurricular activities, professional growth and improvement, relationships with adult associates, and the teaching assignment.
3. Solving or adjusting to problems in living conditions, social, religious, and recreational activities of the teachers, and the interest or lack of interest of the community in the school.[34]

Almost three-fifths of the difficulties encountered in student teaching were related to only ten of the fifty-five specific types of difficulties. These difficulties ranked in descending order of frequency, were:

1. Handling problems of pupil control and discipline
2. Motivating pupil interest and response
3. Handling routine phases of classroom management
4. Adjusting to deficiencies in school equipment, physical conditions, and materials
5. Handling broader aspects of teaching techniques
6. Lack of command over subject matter and instructional materials
7. Lack of effective teaching voice
8. Presenting the lesson and guiding pupil discussion
9. Adapting to the needs, interests, and abilities of pupils
10. Difficulties involved in planning and organising learning activities, materials, and procedures.[35]

A comparison of the reports of the student teachers with those of the supervising teachers shows that of the seven types of difficulties most frequently reported by the student teacher, only three are found in the list of the eight most frequently reported by the supervising teachers. Throughout

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[34] Ibid., p. 101.

[35] Ibid., p. 102.

student teaching there persists a wide variety of difficulties, but these unsolved difficulties are limited to those which involve pupil control, discipline, teaching techniques, motivation, routine phases of classroom management, deficiencies in school equipment, knowledge of subject matter, and teaching voice. Also from the data it is evident that student teachers are not likely to recognize that their teaching difficulties are often an outgrowth of their own personal deficiencies.[36] Pupil control and discipline is the one specific type of difficulty encountered most often by both student teachers and beginning teachers and this is the one that has the greatest tendency to persist throughout student teaching and the first year of teaching.

John Devine limited his study to the western area of the United States, which included private and state institutions in Washington, Oregon, California, Montana, Utah, Colorado, and New Mexico. He worked with 393 student teachers doing their student teaching in kindergarten through grade 6 and ten specialists in four different groups. His major aim was to:

> define clearly the areas of difficulty peculiar to student teaching, determine the specific typical problems in these areas, and ascertain the degree of need for help in the solution of such problems.[37]

His study differs from the others. An attempt is made to distinguish between teacher difficulties and difficulties peculiar to student teaching. Only those difficulties related directly to student teaching were considered. Devine

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[36] Ibid., p. 106.

[37] John Robert Devine, "A Problem Analysis of the Difficulties Peculiar to Student-Teaching," Unpublished Doctoral Dissertation (University of Southern California, Berkeley, 1950), p. 1.

omitted difficulties coming under the headings of classroom management and discipline, because many of these difficulties are related to all types of teaching and many have been intensively investigated. In addition, he omitted difficulties occurring in the student's life at home, in social activities, or at leisure.

This author utilized the problem analysis method. Students were asked to write all of the problems or difficulties they had faced or were facing in their work as student teachers. No identifying data was to be included. In addition, a group of specialists listed all the problems they felt student teachers faced. Problems were collected from all persons and were classified into broad areas. After repeating the analysis he developed fifteen categories that covered all individual problems. In no case was a problem submitted that would not fit under one of the fifteen categories:[38]

1. Admission and Exemption - How to get into practice teaching or be excused from it?
2. Duties and Responsibilities - How to meet your obligations to the various persons or authorities with whom you must cooperate?
3. Teaching Assignment - How to get yourself assigned to the right school, grade, subject, teacher, or section?
4. Schedule - How to arrange your daily program or time budget while doing your practice teaching?
5. Overwork - How to protect yourself from excessive loads, duties, or demands on your time and energy?
6. Observing - How to gain the maximum benefits from seeing other teachers at work?
7. Getting Started - How to arrange for your first actual teaching so that the experience will be of maximum value?
8. Relations with the Students - How to gain the best possible status and working relationships with the students whom you teach?
9. Relations with Your Critic Teacher - How to achieve the best personal and professional cooperation with the teacher in whose class you teach?

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[38] Ibid., p. 32.

10. Relations with the School - How to adjust yourself to the administration, staff, procedures, and facilities of the school in which you teach?

11. Difference of Opinion - How to prevent, settle, or adjust disagreement that grows out of your methods, policies, or teaching experiences?

12. Kinds of Experience - How to get sufficient range, variety, reality, and continuity of experience to equip you in the highest degree for a successful teaching career?

13. Being Observed - How to get the kind and amount of critical observation, inspection, or check-up that will yield most professional and personal benefits.

14. Response to Criticism - How to react to such criticism, corrections, or recommendations as are made to you about your teaching?

15. Placement - How to get into the best possible teaching position after you finish your practice teaching?[39]

Devine evaluated the difficulties in terms of frequency, importance, and difficulty.[40] The three categories mentioned most frequently by student teachers and specialists were:

Student Teachers	Specialists
Relations with the students	Teaching assignment
Placement	Relations with the students
Relations with your critic teacher	Admission and exemption

The three categories mentioned least frequently by the student teachers and specialists were:

Student Teachers	Specialists
Admission and exemption	Differences of opinion
Teaching assignment	Response to criticism
Schedule	Relations with the training school

The areas rated most important by the student teachers and the specialists were:

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[39] Ibid., pp. 70-200.

[40] Ibid., pp. 54-55.

Student Teachers	Specialists
Duties and Responsibilities, and Getting Started	Getting Started
Kinds of Experience, and Placement	Duties and Responsibilities, and Response to Criticism
Observing, and Relations with the School	Admission and Exemption, Schedule, Difference of Opinion, Relations with the School, and Placement
Difference of Opinion, and Response to Criticism	Teaching Assignment, Observing, and Kinds of Experience

The problems rated most difficult by both student teachers and specialists were:

Teaching Assignment
Differences of Opinion
Admission and Exemption, Overwork, Observing, Kinds of Experience, Response to Criticism, and Placement.

Devine made the following recommendations on the basis of the frequency, difficulty, and importance of problems peculiar to student teachers:

> All prospective teachers should have some training in all of the fifteen areas established.
> Where areas were rated high by both student teachers and specialists, these areas should be given more emphasis in the teacher training curricula.[41]

Jesse Bond wished to learn in "what respects newly prepared teachers exhibit more strength?" "In what characteristics vital to good teaching are these teachers most deficient?"[42] He studied the ratings received on thirty-six characteristics by all student teachers, 266 elementary--grades 1-6, and 589 secondary--grades 7-12, at the University of California, Los Angeles, during the fall semester of 1948-1949 and the spring semester of 1949-1950, while they were working in the public schools. The thirty-two items made up the University rating scale for student teaching and included three major areas: scholarship,

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[41] Ibid., p. 104.

[42] Jesse A. Bond, "Strengths and Weaknesses of Student Teachers," Journal of Educational Research, XLV (September, 1951), 11.

professional competence, and personal qualities. The rating scale was prepared by the supervisory staff primarily for secondary student teachers, but at this time was used for the elementary student teachers too. The ratings were based upon observation of a variety of activities in the teaching situation and were arrived at by the training teacher, the supervisor of the special subject area, plus the director of training.

Bond found that student teachers rated highest in personal factors and lowest in qualities of professional competence. They were rated low in the ability to conduct classroom activities so as to secure cooperation from pupils. Both elementary and secondary student teachers received lowest scores on achieving discipline and lack of creative ability. Elementary student teachers received higher ratings than secondary student teachers in three areas: using speech and English as classroom aids and providing for individual differences, and exerting forcefulness in teaching activities. They ranked lower than the secondary student teachers in several areas including: selection and use of materials and the evaluation of growth and achievement.

After analyzing these ratings, Bond suggested that there should be definite attempts to analyze the teaching process into well-defined, specific behaviors.[43]

Norman Dilley attempted to identify and analyze the student teaching problems of a group of college students who were majoring in elementary education and to interpret the findings in terms of their implications for the improvement of teacher education at Indiana University. He obtained his

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[43] Ibid., p. 22.

information from forty-seven student teachers engaged in full-time student teaching in the elementary schools and from forty-seven supervising teachers during September and October, 1952. This information was acquired by means of free-response writing, paired-comparison scale of problems, and personal interviews. The supervising teachers who had worked with the group of student teachers during their student teaching responded to a questionnaire and check list.

The supervising teachers ranked twenty common problems, arrived at in previous research, according to difficulty to the student teacher:

teaching two or more groups simultaneously
budgeting one's time
using the voice for effective teaching
maintaining classroom discipline
reconciling training and experience
adapting instruction to the child's level
caring for individual differences
pre-teaching planning of instruction
managing classroom routine
understanding behavior of children
inadequate command of teaching methods
motivating pupil interest, activity, and learning
planning with children
adjusting to the role of teacher
finding where to get materials of instruction
inadequate command of subject matter
adjusting to school community
relations with parents of children
getting along with the supervising teacher
relations with the teachers in the building[44]

The major findings of Dilley's investigation with reference to the method

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[44] Norman Edward Dilley, "Problems of a Group of Student Teachers in Elementary Education with Implications for the Improvement of Teacher Education at Indiana University," Unpublished Doctoral Dissertation (Indiana University, Indiana, 1953), p. 88.

of paired comparisons were:

1. Problems involving the instruction of children were encountered more frequently than any other kinds of problems.
2. Problems that had to do with the personal adjustment of student teachers ranked second to problems of instructing children.
3. Problems of professional human relations with adults were few in number.
4. The correlation between the order in which the twenty common problems were ranked by student teachers and by supervising teachers was found to be .67.
5. Student teachers were much less concerned than were supervising teachers about the seriousness of the following problems:
   - using the voice for effective teaching
   - managing classroom routines
   - reconciling training and experience
   - pre-teaching planning of instruction
6. Student teachers regarded the following problems to be more serious than did the supervising teachers:
   - caring for individual differences
   - motivating pupil interest, activity, and learning
   - inadequate command of teaching methods
   - inadequate command of subject matter
   - finding where to get materials of instruction.[45]

The findings with reference to the personal interviews were:

1. Student teachers seemed willing to talk about the problems they encountered.
2. Most of the problems mentioned had to do with the relationship of the student teacher with the children.
3. Most student teachers experienced very satisfactory relationships with supervising teachers, with other teachers in the building, and with principals and parents.
4. The four or five student teachers who experienced adjustment problems were inclined to stress the poor relationships they had experienced with their supervising teachers.
5. The preparation with which student teachers entered into full-time student teaching in kindergarten did not seem to be adequate.
6. There seemed to be a need for having the same university supervisor visit the same classroom and student teachers several times during the student teaching period.[46]

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[45] Ibid., p. 118.

[46] Ibid.

The written statements by the student teachers suggested the following problems in descending order of frequency:

maintaining classroom discipline
teaching two or more groups simultaneously
caring for individual differences
using the voice for effective teaching
motivating pupil interest, activity, and learning
adjusting to the role of the teacher
budgeting one's time.

Among the many implications cited by Dilley, these are the most important:

1. The University should be utilized more as a laboratory school in which prospective elementary teachers gain pre-student teacher laboratory experiences. Student teachers should be assigned to the public schools other than the University School.
2. Student teaching should be extended over an entire semester of time.

Starr Miller wished to determine some of the problems of (1) teachers who have graduated from Bessie Tift College, and (2) student teachers at Bessie Tift College. He used a questionnaire with teachers and their principals and student teachers and their supervisors and attempted to answer such questions as:

What are the teaching problems of graduate teachers as viewed by the graduate teachers?
What are the teaching problems of graduate teachers as viewed by the principals?
What are the problems of student teachers as viewed by their critic teachers?
How do the problems of student teachers compare with the problems of graduate teachers?[47]

According to Miller student teachers and graduate teachers encountered almost the same teaching problems. The problems handled with least success were: stimulating interest among pupils, integrating pupil activities, using

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[47]Starr Miller, "Problems of Teachers That Can Point Up Needed Revisions in Training Programs," Educational Administration and Supervision, XL (January, 1955), 49.

standardized tests, planning with pupils, promoting socialized discussions, encouraging pupil self-analysis. The problems most often reported for student teachers were: stimulating interest among pupils and maintaining pupil control. The problems most often reported for graduate teachers were: adapting to ability level of pupils, stimulating interest among pupils, and determining the educational needs of each pupil. The outstanding problems as revealed by the questionnaire for each group were:

1. The graduate teachers reported visiting homes and adapting to the ability level of pupils as the problems persisting most often.
2. Student teachers and graduate teachers did not have comparable weaknesses as they reported their outstanding weaknesses. The student teachers agreed with their critic teachers that they had a significant weakness in discipline, but the graduate teachers and the principals reported no significant weaknesses.
3. Student teachers underestimated their successes as compared with the critic teachers' estimates of their successes. Student teachers reported their successes in the negative by a larger percentage than did the critic teachers.
4. The principals were removed from the activities immediately related to the classroom. In the area of teaching methods and classroom management, the principals reported least basis for determining which problems had been encountered. In the area of pupil relations the principals knew little about the graduate teachers' methods of determining the educational needs of each pupil.
5. Most of the problems of both groups had to do with teaching methods and classroom management.[48]

According to this report more of the problems were pupil centered than subject centered.

Miller felt this study had great worth for the College. He felt the College should provide more opportunities for the student teacher to experience problems that were typical of localities where their graduates were placed.

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[48] Ibid.

The writer limited her review of literature to studies dealing exclusively with problems of elementary and secondary school student teachers during their student teaching or internship. As one goes through the literature, one notices that the later studies attempt to delve into the problems experienced by student teachers rather than merely listing the problems. Over the years one sees more analysis given to the problem. However, in the literature reviewed none have indicated how the student teachers themselves attempted to solve their own problems. It is also difficult to compare similarities, differences, seriousness, complexity, and range of problems because of terminology and classifications. It is reasonable to assume too that the student teachers did not report their true problems, because of fear or lack of understanding of the problem. This is mentioned in many of the reports.

This study differs from those reviewed in several ways: (1) the writer worked only with student teachers; (2) the writer used a questionnaire three times during the semester and asked the student teachers to list three major problems facing them at that time; (3) she interviewed the student teachers twice during the semester asking each to indicate his greatest strength and major problem and to tell her how he was trying to solve his problem.

CHAPTER III

METHODS OF PROCEDURE AND SOURCES OF DATA

The purpose of the study was to investigate the kinds of problems faced by student teachers doing their student teaching in grades 3 through 8 from September, 1960, through January, 1961, in the Chicago Public Elementary Schools and to present the ways used to solve these problems as suggested by the student teachers.

The type of research used in the study is the problem analysis method, a subdivision of the normative-survey method. Problems and suggested solutions were collected by means of questionnaires and interviews from all elementary student teachers and were subjected to careful analysis. The normative-survey method is defined as a means:

> toward ascertaining the prevailing conditions. It seeks to answer the question, "What are the real facts with regard to existing conditions?"
> . . . . . .
> The word "survey" indicates the gathering of data regarding current conditions. The word "normative" is used because surveys are frequently made for the purpose of ascertaining what is the normal or typical condition, or practice.[1]

The questionnaire was not too detailed, because the writer wished the student teachers to be very free when filling them out.[2] If any specific

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[1] Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York, 1941), pp. 287-289.

[2] See Appendix II for copies of the questionnaire.

suggestions or situations are presented, one tends to find a cluster of problems centering around the example(s) cited. However, the questionnaire did provide very general suggestions, such as: pupil adjustment, discipline, selection and organization of subject matter, special methods, techniques or procedures, the organization and management of the class. This was indicated to help the students organize their thinking. After spending the mornings teaching two classes and returning to the college for classes, library work, and seminar in the late afternoon, the students need some suggestions to organize their thinking along these lines.

During the last fifteen minutes of the seminar period, under the direction of one of the college supervisors, the questionnaire was filled out. The writer has found that similar questionnaires have been answered more meaningfully during the sessions, rather than as homework assignments. The college supervisor distributed the questionnaire and said:

1. Fill in the top two lines of the paper.
2. Major field of study refers to the area where you have taken fifteen or more hours of work. You may include work you are taking this semester. Do not list Education.
3. What THREE MAJOR PROBLEMS are you facing in your student teaching at this time? Discuss it briefly but completely. Indicate whether this problem is faced in one or both classes.
4. The last sentence means you have the same problem in your fourth grade class as well as in your eighth grade class.

The majority of students finished writing in fifteen minutes; however, students desiring more time were given it. The students were told to list three major problems, but were not required to list three and were told not to list more than three.

These questionnaires were given during the fifth, tenth, and fifteenth weeks of the semester, October 3, November 7, December 12, and the same procedure was followed each time. These weeks were selected because they coincided with the end of the marking periods in the Chicago Public Elementary Schools. From the writer's experience, student teachers tend to be more analytical when they must evaluate their own students. They tend to be more critical of themselves, their strengths and weaknesses when they must evaluate their own students.

In addition to the questionnaires, the writer interviewed each student teacher twice during the semester, tenth and eleventh and eighteenth and nineteenth weeks, to learn what he considered his assets and problems and how he was solving his problems. Despite the numerous weaknesses related to personal interviews, she felt this would be an invaluable means of gathering her information. Dorothy Rogers discusses the many weaknesses related to personal interviews, but also indicates that it is the "most valuable instrument for gauging teacher opinion":

> 1. The personal interview is the only effective method for investigating questions of a personal or emotional nature.
> 2. In making one's inquiry in the teacher's home territory one is able to evaluate replies in terms of the total situational background.
> 3. The rank and file of teachers cannot be expected to present the lessons they have learned from their experiences in professional magazines.
> 4. Apparently, interviews help to focus the teachers' attention on important problems that have hitherto received little of their attention.
> 5. Since educational theory must be implemented by the classroom teacher, the way the teacher feels about it is as important as the theory itself.
> 6. Collected ideas of classroom teachers should enable the individual teacher to profit from the experience of colleagues who face much the same experiences as himself.

> 7. Teachers, always anxious to make the proper reply, often censor the opinions they profess in mail questionnaires.
> 8. Finally, if teachers come to feel that their views concerning matters of educational philosophy or policy are valued, they will become more self-conscious of the meanings and implications of their classroom practice.3

These interviews were taped for several reasons. The writer needed to have the exact words spoken by the student; she did not feel she could reproduce his statements with sufficient accuracy if written after the discussion. Symonds and Dietrich studied the effects of time upon the accuracy and completeness of a written report after an interview and claim:

> Reports were found to decrease in completeness and accuracy as the time interval increased, with the less meaningful material being affected in a greater degree than the more meaningful. The mean percentages of ideas (weighted) correctly reported for a combination of three interviews were as follows: 39% when the report was written immediately after the interviews; 30% when written after a two-day interval; 23% when written after a seven-day interval.4

The student teachers were told that the writer would interview them twice during the semester and that the interviews, lasting about ten minutes, would be confidential and have no bearing on grades. These interviews were held in a small private booth in the Audio-Visual Center.

When the student teacher appeared for his interview, the writer talked with him for a few minutes and then presented a brief letter explaining the procedure.5 When he was ready she gave him a 4 x 6 white card containing a

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3Dorothy Rogers, "The Interview Technique in Obtaining Teacher Opinion," Educational Administration and Supervision, XXXVI (November, 1950), 421-422.

4Charles A. Curran citing P. M. Symonds and D. H. Dietrich, "The Effect of Variations in the Lapse of Time Following an Interview upon Accuracy and Completeness of Recording," Personality Factors in Counseling (New York, 1945), p. 4.

5See Appendix III for procedure letter.

problem situation which he was to answer. These problem situations were obtained from the various questionnaires.[6] The writer analyzed each student teacher's questionnaire and selected a problem situation that was not a problem to this student, according to his own questionnaires. This was done in order to help the student teacher be as free and secure in his answer as possible under the circumstances. After he had presented his proposed solution, she asked him the following:

> What one thing do you think you do very well in your student teaching?
> What do you think is your strong point in either one or both subjects?
>
> What do you think your biggest problem is in student teaching at the present time or one that you are facing at this point in either one or both subjects?
> When did this problem start or when did you feel this was a problem or when did you discover this problem?
> How are you trying to solve this problem?
> What did you do in today's lesson to help solve this problem?

Similar questions were asked during the second interview as well as one pertaining to assigned teaching. All the student teachers were asked the same questions. However, quite often this writer needed to ask for more elaboration. She had to encourage or repeat what had been said in order to help a few continue.

Fifty-four student teachers who were enrolled in the elementary education program participated in the study while working in twenty-eight off-campus Chicago Public Elementary Schools for one semester, September, 1960, through January, 1961. They taught two subjects on two grade levels and were in the schools from 8:30 A.M. - 11:30 A.M. four days per week and from 8:30 A.M. -

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[6] See Appendix IV for list of questions.

3:15 P.M. one day per week. During this semester three students left the program for various reasons: health, personal, poor speech requiring additional class work.

There were seventeen male students and thirty-seven female students in the group. Twenty-four were married and of this number seventeen had children. Their ages ranged from nineteen to forty-three with the greatest number in the twenty-two to twenty-four year age group. Thirty-three or 61.11 per cent of the group were in the age range of nineteen to twenty-four. Twelve or 22.22 per cent were over thirty years of age, as is evident from the following table.

TABLE I

AGE DISTRIBUTION OF FIFTY-FOUR STUDENT TEACHERS

Ages	Number of Students		
	Male	Female	Total
19-21 . . .	1	11	12
22-24 . . .	11	10	21
25-27 . . .	2	4	6
28-30 . . .	2	1	3
31-33	..	5	5
34-36 . . .	..	2	2
37-39 . . .	..	1	1
40-42 . . .	..	2	2
43-45 . . .	1	1	2

These students had various educational backgrounds. The majority attended public elementary and high schools with three of the students having attended schools outside the United States for their elementary education and two for their high school work. Thirty-four were transfer students who entered with various amounts of college credit. The greatest number of transfers came from Wilson Junior College (17), the University of Illinois (8), and Wright Junior College (3). Other colleges attended were: Blackburn College, DePaul University, Fisk University, Grinnell College, Loyola University, Northwestern University, Ohio State University, Philander Smith College, Roosevelt College, Stowe Teachers College, University of Puerto Rico, Western Michigan University, Wittenburg University, Crane Junior College, Morgan Park Junior College, Southeast Junior College, Thornton Township Junior College. Five students each attended two colleges before transferring; three attended three colleges. Table II presents the educational background of the student teachers.

TABLE II

EDUCATIONAL BACKGROUNDS OF THE STUDENT TEACHERS

Elementary		High School		College	
Kind	Number	Kind	Number	Kind	Number
Parochial	11	Parochial	8	Transfer	34
Public	40	Public	44	Four-year CTC	20
Outside USA	3	Outside USA	2		
Total	54	Total	54	Total	54

Although these fifty-four students were enrolled in the elementary education curriculum, many were taking electives and extra courses in one specific field: Science (7), Social Science (16), Music (1), Geography (1), Mathematics (3), English (3), Art (2), Foreign Language (1), and Sociology-Psychology (1). Four of the students were doing their practice teaching in an academic area plus their special field: Physical Education (1), Library Science (1), and Home Mechanics (2). The College does offer enough work in one area for a student to prepare himself for a high school teaching position as well as to qualify for an elementary certificate.

When a student enrolls at Chicago Teachers College he is given the American Council on Education Psychological Examination (ACE), the Reading Test of the Cooperative English Test, the Mechanics of Expression of the Cooperative English Test, and a Mathematics Test. The lowest percentile score for this group was 6 and the highest 98. Twenty-three, 51.11 per cent, are above the fiftieth percentile and twenty-two, 48.88 per cent are at or below the fiftieth percentile. Nine students were between the seventy-first and ninetieth percentile and three were above the ninetieth percentile. Seven students were between the sixth and twentieth percentile.[7]

In order to enter the student teaching program a student must have a cumulative grade point average of 2.4 as well as having met the prerequisites as stated in the catalog, such as Principles of Teaching, Methods of Teaching Language Arts, Methods of Teaching Arithmetic, and Methods of Teaching Science.

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[7] See Table III, p. 55.

The College uses a six-point scale for grading. An A is 6 points, B 4 points, C 2 points, D 0 points, and an F is minus 2 points. These fifty-four students had cumulative grade point averages, as of September, 1960, from 2.4 to 5.8. Thirty-seven, 68 per cent, had cumulative grade point averages between 2.4 and 3.99. Three, 6 per cent, had cumulative grade point averages between 5.5 and 5.8, as is evident from Table IV, page 56.

The majority of students worked while attending school, during the summer vacations, or before enrolling in college. The latter is especially true of the married women students with children. However, five students had never held any kind of position during their high school or college years nor did they work with children in Girl Scouts or Boys' Clubs. Six students never worked, but they did have some experience working with children. Among the positions listed by the male students as being held six or more months over the last five to ten years were: Army (2), post office (3), school service aide (2), musician (2), factory worker, office boy, meatman (2), photographer, file clerk, salesperson (2), umpire, timekeeper, waiter, street laborer, foreman's aide, mail handler, office clerk, stock boy for a food store, Illinois National Guard. Among the positions listed by the female students were: office work, secretary (4), bookkeeper (2), general office (2), addressograph operator, payroll clerk (2), clerk (3), typist (2), cashier, service aide (5), page and file clerk (2) in a bank, office girl (2) and laboratory assistant to a physician, exerciser of horses, hotel receptionist, clerk and underwriter for an insurance firm (2), clerk in a store (4), assistant manager of a clothing store, and a school crossing guard.

TABLE III

ACE SCORES FOR FORTY-FIVE STUDENT TEACHERS

Percentile Score	Number of Students
0 - 5	0
6 - 10	1
11 - 15	5
16 - 20	1
21 - 25	2
26 - 30	3
31 - 35	2
36 - 40	6
41 - 45	1
46 - 50	2
51 - 55	4
56 - 60	3
61 - 65	1
66 - 70	3
71 - 75	3
76 - 80	1
81 - 85	3
86 - 90	2
91 - 95	2
96 -	1
Total	45[a]

[a]Fifty-four student teachers participated in the study, but scores for only forty five were available due to change in testing program and personnel.

TABLE IV

CUMULATIVE GRADE POINT AVERAGE DISTRIBUTION

Cumulative Grade Point Average	Number of Student Teachers
2.0 - 2.49	6
2.5 - 2.99	14
3.0 - 3.49	13
3.5 - 3.99	5
4.0 - 4.49	4
4.5 - 4.99	5
5.0 - 5.49	4
5.5 - 5.99	3

In addition to the five students who had never worked with children nor held any kind of position, eighteen other students never worked with children as a group, but did hold positions during their school years. Seven of these eighteen students were married and had children of their own. The male students listed the following experiences with children: Cub Scouts, Boy Scouts, Junior Church Leader (4), playground instructor who participated in a Social Center, camp counselor, and Sunday School work (4). The female students listed: babysitting (3), Sunday School teaching (5), teacher of grades 1, 2, 3, 4 outside the United States, community center leader, Girl Scouts (6), Cub Scouts, PTA (3), church work (2), YMCA (2), playground instructor.

These fifty-four student teachers, ages 19-43, with cumulative grade point averages from 2.4 - 5.8, plus a variety of work experiences and experiences

with children, participated in this study by answering three questionnaires and being interviewed twice at various periods during the fall semester, September, 1960, through January, 1961. During the semester three of the fifty-four students withdrew from school.

CHAPTER IV

ANALYSIS OF THE PROBLEMS OF THE STUDENT TEACHERS

Fifty-four student teachers who enrolled in the elementary student teaching program, September, 1960, participated in the study. Three students withdrew during December; so there were only fifty-two included in questionnaire 3 which was given December 12, 1960, and fifty-one in the second interview conducted during January, 1961. These student teachers were teaching two subjects on two grade levels in twenty-eight off-campus Chicago Public Elementary Schools. During the semester the student teachers listed the three major problems they were facing at three specific periods and discussed with the writer during two taped interviews their major problems and the approaches they were using to solve these problems.

The questionnaires were given at the beginning of weeks five, ten, and fifteen, October 3, 1960, November 7, 1960, and December 12, 1960. Questionnaire 1 was given at the beginning of the fifth week of the semester after the student teachers had been teaching subject number 1 for two weeks and were teaching subject number 2 for one week. The other questionnaires were given after five week intervals. The interviews were conducted during the weeks of November 21 and 28, after the students had been teaching subject number 1 for ten weeks and subject number 2 for nine weeks. The second interviews were held during the weeks of January 9 and 16, 1961, after the students had been teaching subject number 1 for fifteen weeks and subject number 2 for fourteen weeks.

Since the problem analysis method was used, the problems could not be classified until they were collected. The writer read each problem at least three times, usually more. The first reading was to gain an overview as to the kinds of problems. The second reading enabled her to place the problems into general categories and the third reading into definite categories. Once the problems were categorized, she separated them into subdivisions within the groupings. Frequently problems could be classified under two headings. In these cases the writer tried to determine from the problem statement the intent of the writer; that is, was the problem one of planning or technique or organization?

The categories were determined by the writer; however, she did study numerous dissertations pertinent to the subject, noted the chapter headings in Teaching in Elementary School[1] and Elementary-School Student Teaching[2] because these texts are used with the student teachers, consulted Robert A. Osterle's study on "The Content of Handbooks for Student Teaching"[3] to learn what common topics were treated in handbooks, and checked the teachers' activities in The Commonwealth Teacher-Training Study.[4] In addition to this, she asked the other

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[1]Marie A. Mehl, Hubert H. Mills and Harl R. Douglass, Teaching in Elementary School (New York, 1958).

[2]Max Wingo and Raleigh Schorling, Elementary-School Student Teaching (New York, 1955).

[3]Robert A. Oesterle, "The Content of Handbooks for Student Teachers," The Association for Student Teaching, pp. 380-386.

[4]W. W. Charters and Douglas Waples, The Commonwealth Teacher-Training Study (Chicago, 1929).

counselors to go through the problems and indicate: A = serious problem, B = problem, C = minor problem, D = not a problem, E = do not know. Finally, she determined categories for the problems submitted by the student teachers who participated in this study:

Problems relating to

Planning
- General
- Selection, Presentation, Organization of Subject Matter
- Working with Two Groups
- Providing for Individual Differents
- Timing and Pacing Activities

Classroom Organization and Management
- Organization and Management
- Discipline
  - Class as Whole
  - Understanding Behavior of Individual Children

Teaching Techniques

Subject Matter

Self

Evaluation

Homework

Among the various categories and subdivisions, examples of common problems submitted by the student teachers on three questionnaires were:

PLANNING

General
- Determining time needed for each activity
- Motivating a class who lack interest
- Finding time to work with individuals during a period
- Organizing procedures and actually following through
- Planning for a week and attempting to anticipate difficulties
- Anticipating problems as a result of daily work
- Replanning daily when the cooperating teacher wants changes

Selection, Organization, Presentation of Subject Matter

Finding materials for units set up in Teaching Guides
Presenting material without texts
Selecting material for better pupil participation
Determining what concepts are most important
Getting variety into lesson
Selecting meaningful materials for class who are very, very slow
Selecting and presenting appropriate material on their level
Presenting important concepts in an interesting way
Finding other activities besides discussion

Working with Two Groups

Planning to keep both groups busy
Planning for each child within group
Planning and present appropriate materials
Planning to keep other group busy while working with others
Select drill materials that are interesting and different
Planning for range in each group

Providing for Individual Differences

Attempting to reach each student during a lesson
Reaching students you meet once each week
Finding and using material for slow and fast learners
Planning for slow group as very small segment of class
Selecting activities for special projects for fast and slow
Selecting new materials and activities and methods for children who are repeating same units
Reaching each child and especially those who need it
Teaching slow pupils when brighter children wish to move along

Timing and Pacing

Selecting appropriate activities within limited time
Pacing lesson that is ninety minutes long
Arranging lesson so that monitors' coming and going won't interfere with most important work
Organizing lesson so that children won't get restless

CLASSROOM ORGANIZATION AND MANAGEMENT

Organization and Management

Establishing good work and study habits
Organizing routines to quiet group and give them stability
Beginning each lesson without confusion
Keeping children in their seats
Establishing routines, such as following directions

Getting children to move from one activity to another without confusion
Organising and settling class after recess
Getting children to enter room and settle down to work
Distributing materials in an orderly way
Getting children to work after recess
Getting children to follow rules and regulations

Discipline

Class as Whole
Class talk and make noise constantly
Getting class under control when they seem to get out of hand all of a sudden
Getting control of group when they sense your lack of real authority
Getting class to work after recess when there is no time for placing work on board
Trying to establish rapport when class is belligerent

Understanding behavior of individual children
Making child realize he has ability
Helping maladjusted, defiant child who is under psychiatric care
Helping withdrawn child who does not participate
Motivating boys who do nothing, but pass tests
Getting new transfer student to adjust to routines
Helping four boys who stare into space and will not work
Getting one child to participate
Helping a child who does nothing and is disorderly
Controlling two students who annoy others
Helping a former social adjustment student who refuses to conform
Trying to reach three boys who disrupt classroom constantly

TEACHING TECHNIQUES

Spelling--how to present written activities when children cannot spell
Oral reports--how to get children to present orally and not read
Arithmetic--how to present arithmetic meaningfully to slow learners
Social Studies and Science--how to present a reading assignment
Conducting discussions and questioning
Teaching class to read and find information
Teaching problem solving to slow learners
Presenting certain aspects of arithmetic with numerous approaches

SUBJECT MATTER (content lack)
-Music
Science
Social Studies

ROLE OF TEACHER

Finding it difficult to be a teacher and not a friend to children
Finding it difficult maintaining a professional attitude concerning work with children

SELF

Voice--projection and tone
Speech
Handwriting
Adjusting to two grade levels and subject areas within a few minutes
Carrying too heavy a load to do a good job in student teaching
Establishing good relations with cooperating teacher--evaluation standards differ
Finding time to mark papers and enrich background

EVALUATION

Devising tests to measure what has been taught
Grading students you see once each week
Evaluating a child who does twice as much twice as well as other children who should receive "E"
Establishing real difference between "E" and "G" and "F"
Providing enough activities so that you can evaluate children who meet with you twice each week

HOMEWORK

Getting children to do work
Helping children develop a sense of responsibility for doing or bringing work to school

At the beginning of the fifth week of the semester, October 3, 1960, fifty-four student teachers listed 158 problems. Seventy five, or 46.87 per cent, were related to planning; forty-three, or 26.87 per cent, to classroom organization and management; twenty-four, or 15 per cent, to teaching techniques; ten, or 6.25 per cent, to self; two each, or 1.25 per cent, to the role of the teacher and to subject matter. Evaluation and homework were each listed once, or .63 per cent.

TABLE V

ANALYSIS OF PROBLEMS SUBMITTED BY STUDENT TEACHERS FOR QUESTIONNAIRE NUMBER 1

Problems Relating to	Number of Problems	Percentage of Total
Total	160	100.00
Planning	75	46.87
Classroom Organization and Management . . .	43	26.87
Teaching Techniques . .	24	15.00
Self	10	6.25
Role of Teacher	2	1.25
Subject Matter	2	1.25
Unclassified	2	1.25
Evaluation	1	.63
Homework	1	.63

Under the largest category--planning--the problems arranged in descending order were: providing for individual differences (20, 26.67 per cent), general (20, 26.67 per cent), selection, presentation, organization of subject matter (19, 25.33 per cent), working with two groups (10, 13.33 per cent), timing and pacing activities (6, 8 per cent).

Classroom organization and management ranked second in the number of problems submitted. Forty-three problems were listed and of this number twenty, or 53.49 per cent, were concerned with the organization and management of the classroom. Twenty, or 46.51 per cent, were related to discipline and of this

TABLE VI

ANALYSIS OF PROBLEMS RELATING TO PLANNING SUBMITTED BY STUDENT TEACHERS ON QUESTIONNAIRE NUMBER 1

Planning	Number of Problems			Percentage of Total
	Male	Female	Total	
Total	24	51	75	100.00
General	4	16	20	26.67
Selection, Presentation, Organization of Subject Matter	7	12	19	25.33
Working with Two Groups	1	9	10	13.33
Providing for Individual Differences	9	11	20	26.67
Timing and Pacing Activities . . .	3	3	6	8.00

number 25 per cent dealt with discipline problems involving the entire class, while 75 per cent were concerned with understanding the behavior of individual children (see Table VII).

The second questionnaire was distributed during the tenth week, November 7, 1960, and again fifty-four student teachers listed problems totaling 153. Planning and classroom organization and management once more ranked first and second in the number of problems submitted. The problems ranked in descending order were: planning (63, 41.17 per cent), classroom organization and management (54, 35.29 per cent), teaching techniques (10, 6.54 per cent), self (6, 3.92 per cent), evaluation (6, 3.92 per cent), role of teacher (5, 3.27 per cent), and subject matter (1, .66 per cent). (See Table VIII.)

TABLE VII

ANALYSIS OF PROBLEMS RELATING TO CLASSROOM ORGANIZATION AND MANAGEMENT SUBMITTED BY STUDENT TEACHERS ON QUESTIONNAIRE NUMBER 1

Classroom Organization and Management	Number of Problems			Percentage of Total
	Male	Female	Total	
Total	13	30	43	100.00
Organization and Management .	6	17	23	53.49
Discipline	7	13	20	46.51
Class as a Whole	(2	(3	(5	(25.00
Understanding Behavior of Individual Children . . .	(5	(10	(15	(75.00

TABLE VIII

ANALYSIS OF PROBLEMS SUBMITTED BY 54 STUDENT TEACHERS FOR QUESTIONNAIRE NUMBER 2

Problems Relating to	Number of Problems	Percentage of Total
Total	153	100.00
Planning	63	41.17
Classroom Organization and Management	54	35.29
Teaching Techniques . .	10	6.54
Self	6	3.92
Role of Teacher	5	3.27
Subject Matter	1	.66
Unclassified	8	5.23
Evaluation	6	3.92
Homework	0	.....

Planning accounted for sixty-three, or 41.17 per cent of the problems on questionnaire number 2. Selection, organization, presentation of subject matter and general problems were each listed seventeen times, or 26.98 per cent. Providing for individual differences ranked third and was listed sixteen times, or 25.40 per cent. Eight problems, or 12.70 per cent were listed under working with two groups, and five, or 7.94 per cent were under the timing and pacing of activities (see Table IX).

TABLE IX

ANALYSIS OF PROBLEMS RELATING TO PLANNING SUBMITTED BY: STUDENT TEACHERS ON QUESTIONNAIRE NUMBER 2

Planning	Number of Problems			Percentage of Total
	Male	Female	Total	
Total	17	46	63	100.00
General.	8	9	17	26.98
Selection, Organization, Presentation of Subject Matter	6	11	17	26.98
Working with Two Groups	..	8	8	12.70
Providing for Individual Differences	3	13	16	25.40
Timing and Pacing Activities	..	5	5	7.94

Problems concerned with the management of the classroom and discipline were listed an equal number of times on questionnaire number 2. Under discipline, problems related to the classroom as a whole were listed three times, or 14.81 per cent, and those concerned with understanding individual behavior were listed

twenty-three times, or 85.18 per cent (see Table X).

TABLE X

ANALYSIS OF PROBLEMS RELATING TO CLASSROOM ORGANIZATION AND MANAGEMENT SUBMITTED BY STUDENT TEACHERS ON QUESTIONNAIRE NUMBER 2

Classroom Organization and Management	Number of Problems			Percentage of Total
	Male	Female	Total	
Total	16	38	54	100.00
Organization and Management . .	8	19	27	50.00
Discipline	8	19	27	50.00
Class as Whole	(1	(3	(4	(14.81
Understanding Behavior of Individual Children	(7	(16	(23	(85.18

Fifty-two student teachers submitted problems during the fifteenth week, December 12, 1960, totaling 134. Planning and classroom organization and management ranked first and second, 40.30 per cent and 33.58 per cent, among the problems. The problems abstracted from the third questionnaire and arranged in descending order were: (planning 54, 40.30 per cent), classroom organization and management (45, 33.58 per cent), teaching techniques (14, 10.45 per cent), self (11, 8.21 per cent), role of teacher (4, 2.99 per cent), homework (3, 2.23 per cent), evaluation (2, 1.49 per cent), subject matter (1, .75 per cent) (see Table XI).

Under the category planning, there were fifty-four problems submitted. Among these problems in descending order were: selecting, organization, and presentation of subject matter (23, 42.60 per cent), general (13, 24.07 per

TABLE XI

ANALYSIS OF PROBLEMS SUBMITTED BY 51 STUDENT TEACHERS FOR QUESTIONNAIRE NUMBER 3

Problems Related to	Number of Problems	Percentage of Total
Total	134	100.00
Planning	54	40.30
Classroom Organization and Management	45	33.58
Teaching Techniques . . .	14	10.45
Self	11	8.21
Role of Teacher	4	2.99
Subject Matter	1	.75
Unclassified	0	.....
Evaluation	2	1.49
Homework	3	2.23

cent), providing for individual differences (9, 16.67 per cent), timing and pacing activities (5, 9.26 per cent), and working with two groups (4, 7.40 per cent) (see Table XII).

Out of a total of forty-five problems concerned with classroom organization and management submitted on the third questionnaire, twenty-three, or 51.11 per cent were related to organization and management. Under discipline, six, or 27.27 per cent, of the problems were dealing with the class as a whole and sixteen, or 72.73 per cent with understanding behavior of individual children (see Table XIII).

TABLE XII

ANALYSIS OF PROBLEMS RELATING TO PLANNING SUBMITTED BY STUDENT TEACHERS ON QUESTIONNAIRE NUMBER 3

Planning	Number of Problems			Percentage of Total
	Male	Female	Total	
Total	15	39	54	100.00
General	6	7	13	24.07
Selection, Organization, Presentation of Subject Matter	5	18	23	42.60
Working with Two Groups	..	4	4	7.40
Providing for Individual Differences	2	7	9	16.67
Timing and Pacing Activities . . .	2	3	5	9.26

TABLE XIII

ANALYSIS OF PROBLEMS RELATING TO CLASSROOM ORGANIZATION AND MANAGEMENT BY STUDENT TEACHERS ON QUESTIONNAIRE NUMBER 3

Classroom Organization and Management	Number of Problems			Percentage of Total
	Male	Female	Total	
Total	22	23	45	100.00
Organization and Management. .	9	14	23	51.11
Discipline	13	9	22	48.89
Class as Whole	(3	(3	(6	(27.27
Understanding Behavior of Individual Children . . .	(10	(6	(16	(72.73

When comparing the problems submitted on the three questionnaires, planning (192, 42.95 per cent) ranked first with classroom organization and management (142, 31.77 per cent) second. The other problems ranked in descending order were: teaching techniques (48, 10.76 per cent), self (27, 6.04 per cent), role of teacher (11, 2.46 per cent), evaluation (9, 2.01 per cent), subject matter and homework (4 each, .89 per cent).

TABLE XIV

ANALYSIS OF PROBLEMS SUBMITTED DURING THREE PERIODS BY STUDENT TEACHERS

Problem Areas	Number of Problems	Percentage of Total
Total	447	100.00
Planning	192	42.95
Classroom Organization and Management	142	31.77
Teaching Techniques . . .	48	10.76
Self	27	6.04
Role of Teacher	11	2.46
Subject Matter	4	.89
Unclassified	10	2.23
Evaluation	9	2.01
Homework	4	.89

The number of problems related to planning (75, 63, 54--46.87 per cent, 41.17 per cent, 40.30 per cent) decreased on each questionnaire, yet always

ranked first in importance. More classroom organization and management problems (54, 35.29 per cent) were submitted on the second questionnaire than on the first and third. Teaching techniques accounted for the same number of problems on questionnaire number 1 as on questionnaires 2 and 3 together. More personal problems were listed on the third questionnaire (11, 8.21 per cent). Problems concerned with the role of the teacher were listed most often on questionnaire number 2 (5, 3.27 per cent); this number almost equalled the number of problems submitted on questionnaire numbers 1 and 3 (2, 4--1.25 per cent, 2.99 per cent). The second questionnaire contained twice as many evaluation problems (6, 3.92 per cent) than had been submitted on questionnaire numbers 1 and 3. Subject matter problems related to content deficiency and evaluation were of minor importance.

TABLE XV

COMPARISON OF PROBLEMS SUBMITTED DURING THREE PERIODS BY STUDENT TEACHERS

Problems Relating to	Questionnaire 1		Questionnaire 2		Questionnaire 3	
	No.	Percentage	No.	Percentage	No.	Percentage
Total	160	100.00	153	100.00	134	100.00
Planning	75	46.87	63	41.17	54	40.30
Classroom Organization and Management	43	26.87	54	35.29	45	33.58
Teaching Techniques.	24	15.00	10	6.54	14	10.45
Self	10	6.25	6	3.92	11	8.21
Role of Teacher . .	2	1.25	5	3.27	4	2.99
Subject Matter . . .	2	1.25	1	.66	1	.75
Unclassified	2	1.25	8	5.23	0	.....
Evaluation	1	.63	6	3.92	2	1.49
Homework	1	.63	0	.....	3	2.23

Analyzing the problems concerned with planning discussed on the three questionnaires, selection, organization, and presentation of subject matter (59, 30.73 per cent) ranked first with general problems (50, 26.04 per cent) second. The other subdivisions under planning, according to the number of problems submitted, were: providing for individual differences (45, 23.44 per cent), working with two groups (22, 11.46 per cent, and timing and pacing activities (16, 8.33 per cent). Selection, organization, and presentation of subject matter as a problem ranked first on questionnaire numbers 2 and 3 and second on questionnaire number 1. However, providing for individual differences and working with two groups both gradually decreased as major problems on each successive questionnaire.

TABLE XVI

ANALYSIS OF PROBLEMS RELATING TO PLANNING SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES

Planning	Questionnaires						Total	
	Number 1		Number 2		Number 3			
	No.	%	No.	%	No.	%	No.	%
Total	75	100.00	63	100.00	54	100.00	192	100.00
General	20	26.67	17	26.98	13	24.07	50	26.04
Selection, Organization, Presentation of Subject Matter. .	19	25.33	17	26.98	23	42.60	59	30.73
Working with Two Groups	10	13.33	8	12.70	4	7.40	22	11.46
Providing for Individual Differences . .	20	26.67	16	25.40	9	16.67	45	23.44
Timing and Pacing Activities	6	8.00	5	7.94	5	9.26	16	8.33

Comparing the two problems listed under classroom organization and management, organization and management problems ranked higher on questionnaire numbers 1 and 3, but were equal to discipline on questionnaire number 3. Problems concerned with understanding the behavior of individual children consistently ranked higher than problems of the class as a whole. Sixty-nine problems were submitted which listed discipline, and of this number fifty-four discussed understanding the behavior of individual children.

TABLE XVII

ANALYSIS OF PROBLEMS RELATING TO CLASSROOM ORGANIZATION AND MANAGEMENT SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES

Classroom Organization and Management	Questionnaires						Total	
	Number 1		Number 2		Number 3			
	No.	%	No.	%	No.	%	No.	%
Total	43	100.00	54	100.00	45	99.99	142	100.00
Organization and Management	23	53.49	27	50.00	23	51.11	73	51.41
Discipline	20	46.51	27	50.00	22	48.88	69	48.59
Class as whole	(5)		(4)		(6)		(15)	
Understanding Individual Behavior . .	(15)		(23)		(16)		(54)	

When comparing the problems submitted by the male and female student teachers on three questionnaires the data show (see Table XVIII):

1. The male students submitted 56 planning problems representing 29.16 per cent of the planning problems.

TABLE XVIII

COMPARISON OF PROBLEMS SUBMITTED BY MALE AND FEMALE STUDENT TEACHERS ON THREE QUESTIONNAIRES

Problem Area	Male Students			Female Students			Total	
	No. of Problems	% of Group	% of Area	No. of Problems	% of Group	% of Area	No. of Problems	% of Area
Planning	56	38.89	29.16	136	46.41	70.84	192	100.00
Classroom Organization	51	35.42	35.91	91	31.05	64.09	142	100.00
Teaching Techniques. . .	14	9.72	29.16	34	11.60	70.84	48	100.00
Self	13	9.03	48.15	14	4.78	51.85	27	100.00
Role of Teacher.	3	2.08	27.28	8	2.73	72.72	11	100.00
Subject Matter	0	.....	.....	4	1.36	100.00	4	100.00
Evaluation	4	2.78	44.44	5	1.70	55.56	9	100.00
Homework	3	2.08	75.00	1	.37	25.00	4	100.00
Total.	144	100.00		293	100.00		437	

The female students submitted 136 planning problems representing 70.84 per cent of the planning problems

2. The male students submitted 51 classroom organization problems representing 35.91 per cent of the organization problems.
The female students submitted 91 classroom organization problems representing 64.09 per cent of the organization problems.

3. The male students submitted 14 teaching technique problems representing 29.16 per cent of the teaching technique problems.
The female students submitted 34 teaching technique problems representing 70.84 per cent of the teaching technique problems.

4. The male students submitted 13 problems related to the self representing 48.15 per cent of the self problems.
The female students submitted 14 self problems representing 51.85 per cent of the self problems.

5. The male students submitted 3 problems related to adjusting to the role of the teacher representing 27.28 per cent of the role problems.
The female students submitted 8 role problems representing 72.72 per cent of the role problems.

6. The female students submitted 4 subject matter problems representing 100 per cent of the subject matter problems.

7. The male students submitted 4 evaluation problems representing 44.44 per cent of the problems.
The female students submitted 5 evaluation problems representing 55.56 per cent of the problems.

8. The male students submitted 3 homework problems representing 75 per cent of these problems.
The female students submitted 1 homework problem representing 25 per cent of the homework problems.

The seventeen male students submitted the following problems:

56 planning problems representing 38.89 per cent of the male problems.
51 classroom organization problems representing 35.42 per cent of the male problems.
14 teaching technique problems representing 9.72 per cent of the male problems.
13 self problems representing 9.03 per cent of the male problems.
4 evaluation problems representing 2.78 per cent of the male problems.
3 homework problems representing 2.08 per cent of the male problems.

The thirty-seven female students submitted the following problems:

136 planning problems representing 46.41 per cent of the female problems.
91 classroom organization problems representing 31.05 per cent of the female problems.
34 teaching technique problems representing 11.60 per cent of the female problems.
14 problems related to self representing 4.78 per cent of the female problems.
8 role problems representing 2.73 per cent of the female problems.
4 subject matter problems representing 1.36 per cent of the female problems.
5 evaluation problems representing 1.70 per cent of the female problems.
1 homework problem representing .37 per cent of the female problems.

Student Teachers' Ages in Relation to Problem Areas

The student teachers' ages ranged from 19 to 43 with the greatest number in the 22-24 age group and the least number in the 37-39 age group. An examination of the data concerning the relationship between the ages of student teachers and the problem areas shows (see Tables XIX and XX, following):

1. All groups between 19 and 43 experienced problems in planning.
   a. Twelve students, ages 19-21, listed 46 problems representing 23.96 per cent of the planning problems.
   b. Twenty-one students, ages 22-24, listed 78 problems representing 40.63 per cent of the planning problems.
   c. Six students, ages 25-27, submitted 17 problems representing 8.85 per cent of the planning problems.
   d. Three students, ages 28-30, submitted 9 problems representing 4.69 per cent of the planning problems.
   e. Five students, ages 31-33, submitted 17 problems representing 8.85 per cent of the planning problems.
   f. Two students, ages 34-36, submitted 9 problems representing 4.69 per cent of the planning problems.
   g. One student, ages 37-39, submitted 4 problems representing 2.08 per cent of the planning problems.
   h. Two students, ages 40-42, submitted 4 problems representing 2.08 per cent of the planning problems.
   i. Two students, ages 43-45, submitted 8 problems representing 4.17 per cent of the planning problems.

2. All groups between 19 and 42 experienced problems in organization.
   a. Twelve students, ages 19-21, submitted 29 classroom organization problems, representing 20.44 per cent of these problems.

TABLE XIX

NUMBER AND KINDS OF PROBLEMS IN RELATION TO STUDENT TEACHERS' AGES SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES

Ages	Problem Areas																							
	Planning			Class Organization			Teaching Technique			Self			Role of Teacher			Subject Matter			Evaluation			Homework		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
19 - 21	20	11	15	8	14	7	2	3	2	2	1	2	1	2	2	2	..	..	..	1	..	..	..	..
22 - 24	24	29	25	17	18	22	14	4	4	5	2	6	1	1	..	..	1	1	..	3	1	..	..	1
25 - 27	8	5	4	6	9	5	2	2	3	1	..	..	..	..	..	..	..	..	..	..	..	1	..	1
28 - 30	5	3	1	1	4	4	2	1	1	..	..	1	..	..	1	..	..	..	1	..	..	..	..	..
31 - 33	8	6	3	4	2	1	3	..	3	..	1	..	..	2	1	..	..	..	..	..	..	..	..	..
34 - 36	3	4	2	2	1	3	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	1
37 - 39	1	1	2	2	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
40 - 42	3	1	..	2	3	1	..	..	1	1	1	2	..	..	..	..	..	..	..	1	1	..	..	..
43 - 45	3	3	2	1	1	1	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..
Total for Quest.	75	63	54	43	54	45	24	10	14	10	6	11	2	5	4	2	1	1	1	6	2	1	..	3
Total for Problem	192			142			48			27			11			4			9			4		
Grand Total	437																							

TABLE XX

ANALYSIS OF PROBLEMS SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES IN RELATION TO STUDENT TEACHERS' AGE

Ages	No. Stud.		Planning			Class Organization			Teaching Technique			Self			Teacher's Role			Subject Matter			Evaluation			Homework			Total	
	M	F	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	Group
19-21	1	11	46	23.96	48.42	29	20.44	30.57	7	14.59	7.36	5	18.52	5.25	5	45.46	5.25	2	50.00	2.10	1	11.11	1.05	...	.....	.....	95	100.00
22-24	11	10	78	40.63	43.58	57	40.15	31.85	22	45.83	12.30	13	48.15	7.27	2	18.18	1.11	2	50.00	1.11	4	44.44	2.23	1	25.00	.55	179	100.00
25-27	2	4	17	8.85	36.17	20	14.08	42.56	7	14.59	14.89	1	3.70	2.12	..	.....	....	..	.....	....	..	.....	....	2	50.00	4.26	47	100.00
28-30	2	1	9	4.69	36.00	9	6.33	36.00	4	8.33	16.00	1	3.70	4.00	1	9.09	4.00	..	.....	....	1	11.11	4.00	..	.....	....	25	100.00
31-33	0	5	17	8.85	50.00	7	4.93	20.59	6	12.50	17.65	1	3.70	2.94	3	27.27	8.82	..	.....	....	..	.....	....	..	.....	....	34	100.00
34-36	0	2	9	4.69	50.00	6	4.22	33.33	1	2.08	5.55	..	.....	.....	..	.....	....	..	.....	....	1	11.11	5.56	1	25.00	5.56	18	100.00
37-39	0	1	4	2.08	44.44	5	3.52	55.56	..	.....	.....	..	.....	.....	..	.....	....	..	.....	....	..	.....	....	..	.....	....	9	100.00
40-42	0	2	4	2.08	23.52	6	4.22	35.30	1	2.08	5.89	4	14.82	23.52	..	.....	....	..	.....	.....	2	22.22	11.79	..	.....	....	17	100.00
43-45	1	1	8	4.17	61.54	3	2.11	23.08	..	.....	.....	2	7.41	15.38	..	.....	....	..	.....	.....	..	.....	.....	..	.....	....	13	100.00
Total	17	37	192	100.00		142	100.00		48	100.00		27	100.00		11	100.00		4	100.00		9	100.00 99.99		4	100.00		437	

b. Twenty-one students, ages 22-24, submitted 57 classroom organization problems representing 40.15 per cent of these problems.
c. Six students, ages 25-27, submitted 20 classroom organization problems representing 14.08 per cent of these problems.
d. Three students, ages 28-30, submitted 9 classroom organization problems representing 6.33 per cent of these problems.
e. Five students, ages 31-33, submitted 7 classroom organization problems representing 4.93 per cent of these problems.
f. Two students, ages 34-36, submitted 6 classroom organization problems representing 4.22 per cent of these problems.
g. One student, ages 37-39, submitted 5 classroom organization problems representing 3.52 per cent of these problems.
h. Two students, ages 40-42, submitted 6 classroom organization problems representing 4.22 per cent of these problems.
i. Two students, ages 43-45, submitted 3 classroom organization problems representing 2.11 per cent of these problems.

3. All groups between 19 and 36 and 40 and 42 experienced teaching technique problems.
   a. Twelve students, ages 19-21, listed 7 problems representing 14.59 per cent of these problems.
   b. Twenty-one students, ages 22-24, submitted 22 problems representing 45.83 per cent of these problems.
   c. Six students, ages 25-27, submitted 7 problems representing 14.59 per cent of these problems.
   d. Three students, ages 28-30, submitted 4 problems representing 8.33 per cent of these problems.
   e. Five students, ages 31-33, submitted 6 problems representing 12.50 per cent of these problems.
   f. Two students, ages 34-36, submitted 1 problem representing 2.08 per cent of these problems.
   g. Two students, ages 40-42, submitted 1 problem representing 2.08 per cent of these problems.

4. All groups between 19 and 33 and 40 and 45 experienced problems related to the self.
   a. Twelve students, ages 19-21, submitted 5 problems representing 18.52 per cent of these problems.
   b. Twenty-one students, ages 22-24, submitted 13 problems representing 48.15 per cent of these problems.
   c. Students in age groupings of 25-27, 28-30, 31-33, each submitted one problem representing 3.70 per cent of these problems.
   d. Two students, ages 40-42, submitted 4 problems representing 14.82 per cent of these problems.
   e. Two students, ages 43-45, submitted 2 problems representing 7.41 per cent of these problems.
   f. The problems differed among the two age extremes. The younger students' problems focused on speech, voice tone and projection,

handwriting, adjusting to two grade levels while the older students had more of a personal kind of problem dealing with adjustment to ideas and situations.

5. All groups between 19-24 and 28-33 experienced problems relating to the role of the teacher.
   a. Twelve students, ages 19-21, submitted 5 problems representing 45.45 per cent of these problems.
   b. Twenty-one students, ages 22-24, submitted 2 problems representing 18.18 per cent of these problems.
   c. Three students, ages 28-30, submitted 1 problem representing 9.09 per cent of these problems.
   d. Five students, ages 31-33, submitted 3 problems representing 27.27 per cent of these problems.
   e. Older students, ages 34-45, expressed no difficulty here.
   f. The younger students' problems dealt with a lack of knowing when to be firm and when to be friendly.

6. Subject matter problems were limited to students in the 19-24 age group.
   a. Twelve students, ages 19-21, submitted 2 problems representing 50 per cent of these problems.
   b. Twenty-one students, ages 22-24, submitted 2 problems representing 50 per cent of these problems.
   c. All subject matter problems were submitted by female students.
   d. Problems were not due entirely to lack of content, but to problem of keeping abreast of current affairs and physical science progress.

7. All groups between 19-24, 28-30, 34-36, 40-42 experienced evaluation problems.
   a. Twelve students, ages 19-21, listed 1 evaluation problem representing 11.11 per cent of the problems.
   b. Twenty-one students, ages 22-24, listed 4 evaluation problems representing 44.44 per cent of these problems.
   c. Three students, ages 28-30, submitted 1 problem representing 11.11 per cent of these problems.
   d. Two students, ages 34-36, submitted 1 problem representing 11.11 per cent of these problems.
   e. Two students, ages 40-42, submitted 2 problems representing 22.22 per cent of these problems.
   f. Evaluation problems were concerned with differentiation among grades given, fairly evaluating students one sees infrequently, and devising tests that measure what has been taught.

8. Homework problems were experienced by students in the age groups of 22-24, 25-27, 34-36.
   a. Twenty-one students, ages 22-24 submitted 1 problem representing 25 per cent of these problems.

b. Six students, ages 25-27, submitted 2 problems representing 50 per cent of these problems.
c. Two students, ages 34-36, submitted 1 problem representing 25 per cent of these problems.

When analyzing the problems which appear most important to the student teachers within each specific group it is found that:

1. Twelve students, ages 19-21, listed:
   a. 46 planning problems representing 48.42 per cent of their problems.
   b. 29 classroom organization problems representing 30.57 per cent of their problems.
   c. 7 teaching technique problems representing 7.36 per cent of their problems.
   d. 5 problems related to the self-representing 5.25 per cent of their problems.
   e. 5 problems related to the role of the teacher representing 5.25 per cent of their problems.
   f. 2 subject matter problems representing 2.10 per cent of their problems.
   g. 1 evaluation problem representing 1.05 per cent of their problems.

2. Twenty-one students, ages 22-24, listed:
   a. 78 planning problems representing 43.58 per cent of their problems.
   b. 57 classroom organization problems representing 31.85 per cent of their problems.
   c. 22 teaching technique problems representing 12.30 per cent of their problems.
   d. 13 problems related to the self representing 7.27 per cent of their problems.
   e. 2 problems related to the role of the teacher representing 1.11 per cent of their problems.
   f. 2 subject matter problems representing 1.11 per cent of their problems.
   g. 4 evaluation problems representing 2.23 per cent of their problems.
   h. 1 homework problem representing .55 per cent of their problems.

3. Six students, ages 25-27, listed:
   a. 17 planning problems representing 36.17 per cent of their problems.
   b. 20 classroom organization problems representing 42.56 per cent of their problems.
   c. 7 teaching technique problems representing 14.89 per cent of their problems.

d. 1 problem related to the self representing 2.12 per cent of their problems.
e. 2 homework problems representing 4.26 per cent of their problems.

4. Three students, ages 28-30, listed:
   a. 9 planning problems representing 36.00 per cent of their problems.
   b. 9 classroom organization problems representing 36.00 per cent of their problems.
   c. 4 teaching technique problems representing 16.00 per cent of their problems.
   d. 1 problem related to the self representing 4 per cent of their problems.
   e. 1 problem related to adjusting to the role of the teacher representing 4 per cent of their problems.
   f. 1 evaluation problem representing 4 per cent of their problems.

5. Five students, ages 31-33, listed:
   a. 17 planning problems representing 50 per cent of their problems.
   b. 7 classroom organization problems representing 20.59 per cent of their problems.
   c. 6 teaching technique problems representing 17.65 per cent of their problems.
   d. 1 problem related to the self representing 2.94 per cent of their problems.
   e. 3 problems related to the adjustment of the role of the teacher representing 8.82 per cent of their problems.

6. Two students, ages 34-36, listed:
   a. 9 planning problems representing 50 per cent of their problems.
   b. 6 classroom organization problems representing 33.33 per cent of their problems.
   c. 1 teaching technique problem representing 5.56 per cent of their problems.
   d. 1 evaluation and 1 homework problem each representing 5.56 per cent of their problems.

7. One student, ages 37-39, listed:
   a. 4 planning problems representing 44.44 per cent of his problems.
   b. 5 classroom organization problems representing 55.56 per cent of his problems.

8. Two students, ages 40-42, listed:
   a. 4 planning problems representing 23.52 per cent of their problems.
   b. 6 classroom organization problems representing 35.30 per cent of their problems.

c. 1 teaching technique problem representing 5.89 per cent of their problems.
d. 4 problems related to the self representing 23.52 per cent of their problems.
e. 2 evaluation problems representing 11.77 per cent of their problems.

9. Two students, ages 43-45 listed:
a. 8 planning problems representing 61.54 per cent of their problems.
b. 3 classroom organization problems representing 23.08 per cent of their problems.
c. 2 problems related to the self representing 15.38 per cent of their problems.

Student Teachers' Cumulative Grade Point Averages in Relation to Problem Areas

The cumulative grade point averages up to September, 1960, ranged from 2.4 ("C") to 5.8 ("A-") with thirty-eight of the fifty-four students in the "C" group. The data showing the problem areas in relation to the student teachers' cumulative grade point averages point out that (see Tables XXI and XXII, following):

1. Planning presented a problem to all students.
a. Six students whose cumulative grade point averages were 2.0-2.4 listed 30 planning problems representing 15.62 per cent of the planning problems.
b. Fourteen students whose cumulative grade point averages were 2.5-2.9 listed 44 planning problems representing 22.92 per cent of the planning problems.
c. Thirteen students whose cumulative grade point averages were 3.0-3.4 listed 42 planning problems representing 21.88 per cent of the planning problems.
d. Five students whose cumulative grade point averages were 3.5-3.9 listed 18 planning problems representing 9.38 per cent of the planning problems.
e. Four students whose cumulative grade point averages were 4.0-4.4 listed 17 planning problems representing 8.85 per cent of the planning problems.
f. Five students whose cumulative grade point averages were 4.5-4.9 listed 17 planning problems representing 8.85 per cent of the planning problems.

g. Four students whose cumulative grade point averages were 5.0-5.4 listed 17 planning problems representing 8.85 per cent of the planning problems.
h. Three students whose cumulative grade point averages were 5.5-5.9 listed 7 planning problems representing 3.65 per cent of the planning problems.

2. Organization presented a problem to all students.
a. Six students whose cumulative grade point averages were 2.0-2.4 listed 9 organization problems representing 6.33 per cent of all these problems.
b. Fourteen students whose cumulative grade point averages were 2.5-2.9 listed 45 organization problems representing 31.69 per cent of these problems.
c. Thirteen students whose cumulative grade point averages were 3.0-3.4 listed 36 organization problems representing 25.36 per cent of these problems.
d. Five students whose cumulative grade point averages were 3.5-3.9 listed 11 organization problems representing 7.74 per cent of these problems.
e. Four students whose cumulative grade point averages were 4.0-4.4 listed 10 organization problems representing 7.04 per cent of these problems.
f. Five students whose cumulative grade point averages were 4.5-4.9 listed 8 organization problems representing 5.63 per cent of these problems.
g. Four students whose cumulative grade point averages were 5.0-5.4 listed 10 organization problems representing 7.04 per cent of these problems.
h. Three students whose cumulative grade point averages were 5.5-5.9 listed 13 of these problems representing 9.16 per cent of these problems.

3. Teaching techniques presented a problem to all groups.
a. Six students whose cumulative grade point averages were 2.0-2.4 listed 4 teaching technique problems representing 8.33 per cent of these problems.
b. Thirteen students whose cumulative grade point averages were 2.5-2.9 listed 13 teaching technique problems representing 27.09 per cent of these problems.
c. Thirteen students whose cumulative grade point averages were 3.0-3.4 listed 13 teaching technique problems representing 27.09 per cent of these problems.
d. Five students whose cumulative grade point averages were 3.5-3.9 listed 3 teaching technique problems representing 6.25 per cent of these problems.
e. Four students whose cumulative grade point averages were 4.0-4.4 listed 2 teaching technique problems representing 4.16 per cent of these problems.

TABLE XXI

NUMBER AND KINDS OF PROBLEMS IN RELATION TO CUMULATIVE GRADE POINT AVERAGES SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES

Cumulative Grade Pt. Average	Planning			Class Organization			Teaching Technique			Self			Role of Teacher			Subject Matter			Evaluation			Homework			Total
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
2.0 - 2.4	14	9	7	1	4	4	3	1	..	..	..	2	..	..	..	..	..	..	..	1	..	..	..	..	46
2.5 - 2.9	16	12	16	15	19	11	7	4	2	3	2	4	..	2	3	..	1	1	..	..	1	..	..	1	120
3.0 - 3.4	14	14	14	10	13	13	5	3	5	3	3	1	2	..	1	2	..	..	1	2	..	1	..	1	108
3.5 - 3.9	10	6	2	3	5	3	2	..	1	..	..	1	..	2	..	..	..	..	..	1	1	..	..	..	37
4.0 - 4.4	5	7	5	3	3	4	1	..	1	2	..	..	..	..	..	..	..	..	..	1	..	..	..	1	33
4.5 - 4.9	9	6	2	2	3	3	2	2	3	1	..	..	..	1	..	..	..	..	..	..	..	..	..	..	34
5.0 - 5.4	4	8	5	5	2	3	2	..	1	1	1	3	..	..	..	..	..	..	..	1	..	..	..	..	36
5.5 - 5.9	3	1	3	4	5	4	2	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	23
Total for each Quest.	75	63	54	43	54	45	24	10	14	10	6	11	2	5	4	2	1	1	1	6	2	1	..	3	437
Total per Area	192			142			48			27			11			4			9			4			437

TABLE XXII

ANALYSIS OF PROBLEMS SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES IN RELATION TO CUMULATIVE GRADE POINT AVERAGES

Cumulative Grade Point Average	Planning			Class Organisation			Teaching Teachnique			Self			Role of Teacher			Subject Matter			Evaluation			Homework			Total	
	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	%
2.0 - 2.4	30	15.62	65.21	9	6.33	19.57	4	8.33	8.70	2	7.41	4.34	..	.....	.....	..	.....	.....	1	11.11	2.18	..	.....	.....	46	100.00
2.5 - 2.9	44	22.92	36.67	45	31.69	37.50	13	27.09	10.83	9	33.33	7.50	5	45.46	4.17	2	50.00	1.67	1	11.11	.83	1	25.00	.83	120	100.00
3.0 - 3.4	42	21.88	38.89	36	25.36	33.33	13	27.09	12.03	7	25.92	6.49	3	27.27	2.78	2	50.00	1.85	3	33.33	2.77	2	50.00	1.85	108	100.00
3.5 - 3.9	18	9.38	48.65	11	7.74	29.72	3	6.25	8.10	1	3.71	2.71	2	18.18	5.41	..	.....	.....	2	22.22	5.41	..	.....	.....	37	100.00
4.0 - 4.4	17	8.85	51.52	10	7.04	30.30	2	4.16	6.06	2	7.41	6.06	..	.....	....	..	.....	.....	1	11.11	3.03	1	25.00	3.03	33	100.00
4.5 - 4.9	17	8.85	50.00	8	5.63	23.53	7	14.58	20.59	1	3.71	2.94	1	9.09	2.94	..	.....	.....	..	.....	.....	..	.....	.....	34	100.00
5.0 - 5.4	17	8.85	47.22	10	7.04	27.78	3	6.25	8.33	5	18.51	13.89	..	.....	.....	..	.....	.....	1	11.11	2.78	..	.....	.....	36	100.00
5.5 - 5.9	7	3.65	30.44	13	9.16	56.52	3	6.25	13.04	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	23	100.00
Total	192	100.00		142	~~100.00~~ 99.99		48	100.00		27	100.00		11	100.00		4	100.00		9	~~100.00~~ 99.99		4	100.00		437	100.00

f. Five students whose cumulative grade point averages were 4.5-4.9 listed 7 teaching technique problems representing 14.58 per cent of these problems.
g. Four students whose cumulative grade point averages were 5.0-5.4 listed 3 teaching technique problems representing 6.25 per cent of these problems.
h. Three students whose cumulative grade point averages were 5.5-5.9 listed 3 teaching technique problems representing 6.25 per cent of these problems.

4. Problems related to the self were experienced by all the students except three students having a cumulative grade point average of 5.0-5.4.
a. Six students whose cumulative grade point averages were 2.0-2.4 listed 2 self problems representing 7.41 per cent of these problems.
b. Fourteen students whose cumulative grade point averages were 2.5-2.9 listed 9 self problems representing 33.33 per cent of these problems.
c. Thirteen students whose cumulative grade point averages were 3.0-3.4 listed 7 self problems representing 25.92 per cent of these problems.
d. Five students whose cumulative grade point averages were 3.5-3.9 listed 1 self problem representing 3.71 per cent of these problems.
e. Four students whose cumulative grade point averages were 4.0-4.4 listed 2 self problems representing 7.41 per cent of these problems.
f. Five students whose cumulative grade point averages were 4.5-4.9 listed 1 self problem representing 3.71 per cent of these problems.
g. Four students whose cumulative grade point averages were 5.0-5.4 listed 5 self problems representing 18.51 per cent of these problems.

5. Adjusting to the role of the teacher was experienced by students whose cumulative grade point averages were 2.5-2.9, 3.0-3.4, 3.5-3.9, and 4.5-4.9.
a. Fourteen students whose cumulative grade point averages were 2.5-2.9 listed 5 role problems representing 45.46 per cent of these problems.
b. Thirteen students whose cumulative grade point averages were 3.0-3.4 listed 3 role problems representing 27.27 per cent of these problems.
c. Five students whose cumulative grade point averages were 3.5-3.9 listed 2 role problems representing 18.18 per cent of these problems.
d. Five students whose cumulative grade point averages were 4.5-4.9 listed 1 role problem representing 9.09 per cent of these problems.

6. Subject matter was a problem to students having a cumulative grade point average of 2.5-2.9 and 3.0-3.4.
   a. Fourteen students whose cumulative grade point averages were 2.5-2.9 listed 2 subject matter problems representing 50 per cent of these problems.
   b. Thirteen students whose cumulative grade point averages were 3.0-3.4 listed 2 subject matter problems representing 50 per cent of these problems.

7. Evaluation problems were experienced by students whose cumulative grade point averages were 2.0-4.4 and 5.0-5.4.
   a. Six students whose cumulative grade point averages were 2.0-2.4 listed 1 evaluation problem representing 11.11 per cent of these problems.
   b. Fourteen students whose cumulative grade point averages were 2.5-2.9 listed 1 evaluation problem representing 11.11 per cent of these problems.
   c. Thirteen students whose cumulative grade point averages were 3.0-3.4 listed 3 evaluation problems representing 33.33 per cent of these problems.
   d. Five students whose cumulative grade point averages were 3.5-3.9 listed 2 evaluation problems representing 22.22 per cent of these problems.
   e. Four students whose cumulative grade point averages were 4.0-4.4 listed 1 evaluation problem representing 11.11 per cent of these problems.
   f. Four students whose cumulative grade point averages were 5.0-5.4 listed 1 evaluation problem representing 11.11 per cent of these problems.

8. Homework problems were experienced by students whose cumulative grade point averages were 2.5-2.9, 3.0-3.4, 4.0-4.4.
   a. Fourteen students whose cumulative grade point averages were 2.5-2.9 listed 1 homework problem representing 25 per cent of these problems.
   b. Thirteen students whose cumulative grade point averages were 3.0-3.4 listed 2 homework problems representing 50 per cent of these problems.
   c. Four students whose cumulative grade point averages were 4.0-4.4 listed 1 homework problem representing 25 per cent of these problems.

When analyzing the problems for students within each small cumulative grade point average grouping, the data show that:

1. Six students whose cumulative grade point averages were 2.0-2.4 listed:

a. 30 planning problems representing 62.21 per cent of their problems.
b. 9 classroom organization problems representing 19.57 per cent of their problems.
c. 4 teaching technique problems representing 8.70 per cent of their problems.
d. 1 evaluation problem representing 2.18 per cent of their problems.
e. 2 self problems representing 4.34 per cent of their problems.

2. Fourteen students whose cumulative grade point averages were 2.5-2.9 listed:

a. 44 planning problems representing 36.67 per cent of their problems.
b. 45 classroom organization problems representing 37.50 per cent of their problems.
c. 13 teaching technique problems representing 10.83 per cent of their problems.
d. 9 self problems representing 7.50 per cent of their problems.
e. 5 role problems representing 4.17 per cent of their problems.
f. 2 subject matter problems representing 1.67 per cent of their problems.
g. 1 evaluation and 1 homework problem each representing 83 per cent of their problems.

3. Thirteen students whose cumulative grade point averages were 3.0-3.4 listed:

a. 42 planning problems representing 38.89 per cent of their problems.
b. 36 classroom organization problems representing 33.33 per cent of their problems.
c. 13 teaching technique problems representing 12.03 per cent of their problems.
d. 7 self problems representing 6.49 per cent of their problems.
e. 3 role problems representing 2.78 per cent of their problems.
f. 2 subject matter problems representing 1.85 per cent of their problems.
g. 3 evaluation problems representing 2.77 per cent of their problems.
h. 2 homework problems representing 1.85 per cent of their problems.

4. Five students whose cumulative grade point averages were 3.5-3.9 listed:
a. 18 planning problems representing 48.65 per cent of their problems.

b. 11 classroom organization problems representing 29.72 per cent of their problems.
c. 3 teaching technique problems representing 8.10 per cent of their problems.
d. 1 self problem representing 2.71 per cent of their problems.
e. 2 role problems representing 5.41 per cent of their problems.
f. 2 evaluation problems representing 5.41 per cent of their problems.

5. Four students whose cumulative grade point averages were 4.0-4.4 listed:

a. 17 planning problems representing 51.52 per cent of their problems.
b. 10 classroom organization problems representing 30.30 per cent of their problems.
c. 2 teaching technique problems representing 6.06 per cent of their problems.
d. 2 self problems representing 6.06 per cent of their problems.
e. 1 evaluation problem and 1 homework problem each representing 3.03 per cent of their problems.

6. Five students whose cumulative grade point averages were 4.5-4.9 listed:
a. 17 planning problems representing 50 per cent of their problems.
b. 8 classroom organization problems representing 23.53 per cent of their problems.
c. 7 teaching technique problems representing 20.59 per cent of their problems.
d. 1 self problem and 1 role problem each representing 2.94 per cent of their problems.

7. Four students whose cumulative grade point averages were 5.0-5.4 listed:
a. 17 planning problems representing 47.22 per cent of their problems.
b. 10 classroom organization problems representing 27.78 per cent of their problems.
c. 3 teaching technique problems representing 8.33 per cent of their problems.
d. 5 self problems representing 13.89 per cent of their problems.
e. 1 evaluation problem representing 2.78 per cent of their problems.

8. Three students whose cumulative grade point averages were 5.5-5.9 listed:
a. 7 planning problems representing 30.44 per cent of their problems.

b. 13 classroom organization problems representing 56.52 per cent of their problems.
c. 3 teaching technique problems representing 13.04 per cent of their problems.

Four-Year Chicago Teachers College Students and Transfer Students in Relation to Problem Areas

Out of fifty-four students, twenty-two were regular four-year Chicago Teachers College students and thirty-two were transfer students. Subject matter was the only problem limited to the four-year Chicago Teachers College students. All other problems were experienced by both groups (see Tables XXIII and XXIV).

1. Planning presented a problem to both groups.
   a. Twenty-two 4-year Chicago Teachers College students listed 81 planning problems representing 42.18 per cent of these problems.
   b. 32 transfer students listed 111 planning problems representing 57.82 per cent of these problems.

2. Classroom organization was a problem to both groups.
   a. 22 4-year Chicago Teachers College students listed 52 classroom organization problems representing 36.61 per cent of these problems.
   b. 32 transfer students listed 90 classroom organization problems representing 63.39 per cent of these problems.

3. Teaching techniques were problems to both groups.
   a. 22 4-year Chicago Teachers College students listed 17 teaching technique problems representing 35.41 per cent of these problems.
   b. 32 transfer students listed 31 teaching technique problems representing 64.59 per cent of these problems.

4. Problems related to the self were experienced by both groups.
   a. 22 4-year Chicago Teachers College students listed 7 self problems representing 25.93 per cent of these problems.
   b. 32 transfer students listed 20 self problems representing 74.07 per cent of these problems.

5. Problems related to adjusting to the role of the teacher were experienced by both groups.
   a. 22 4-year Chicago Teachers College students listed 5 role problems representing 45.55 per cent of these problems.

TABLE XXIII

NUMBER AND KINDS OF PROBLEMS SUBMITTED BY FOUR-YEAR CHICAGO TEACHERS COLLEGE STUDENTS AND TRANSFER STUDENTS ON THREE QUESTIONNAIRES

Problem Area	Four-Year Chicago Teachers College Students			Transfer Students			Total
	1	2	3	1	2	3	
Planning	36	25	20	39	38	34	192
Class Organization .	17	20	15	26	34	30	142
Teaching Technique .	5	5	7	19	5	7	48
Self	3	1	3	7	5	8	27
Role of Teacher . .	1	2	2	1	3	2	11
Subject Matter . . .	2	1	1	..	..	..	4
Evaluation	1	2	..	..	4	2	9
Homework	..	..	1	1	..	2	4
Total per Quest.	65	56	49	93	89	85	437
Grand Total--Three Questionnaires		170			267		437

b. 32 transfer students listed 6 role problems representing 54.45 per cent of their problems.

6. 22 4-year Chicago Teachers College students listed 4 subject matter problems representing 100 per cent of these problems.

TABLE XXIV

ANALYSIS OF PROBLEMS SUBMITTED BY FOUR-YEAR CHICAGO TEACHERS COLLEGE STUDENTS AND TRANSFER STUDENTS ON THREE QUESTIONNAIRES

Problem Area	Four-Year Chicago Teachers College Students			Transfer Students			Total	
	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Group
Planning	81	47.66	42.18	111	41.58	57.82	192	100.00
Class Organization .	52	30.59	36.61	90	33.71	63.39	142	100.00
Teaching Technique .	17	10.00	35.41	31	11.61	64.59	48	100.00
Self	7	4.11	25.93	20	7.50	74.07	27	100.00
Role of Teacher. . .	5	2.94	45.55	6	2.24	54.45	11	100.00
Subject Matter . . .	4	2.35	100.00	0	.....	.....	4	100.00
Evaluation	3	1.76	33.33	6	2.24	66.67	9	100.00
Homework	1	.59	25.00	3	1.12	75.00	4	100.00
Total	170	100.00	.....	267	100.00	.....	437	

7. Evaluation problems were experienced by both groups.
   a. 22 4-year Chicago Teachers College students listed 3 evaluation problems representing 33.33 per cent of these problems.
   b. 32 transfer students listed 6 evaluation problems representing 66.67 per cent of these problems.

8. Homework problems were experienced by both groups.
   a. 22 4-year Chicago Teachers College students listed 1 homework problem representing 25 per cent of these problems.
   b. 32 transfer students listed 3 homework problems representing 75 per cent of these problems.

The data show the problem areas for each group are:

1. 22 4-year Chicago Teachers College students listed:
   a. 81 planning problems representing 47.66 per cent of their problems.
   b. 52 classroom organization problems representing 30.59 per cent of their problems.
   c. 17 teaching technique problems representing 10.00 per cent of their problems.
   d. 7 self problems representing 4.11 per cent of their problems.
   e. 5 role problems representing 2.94 per cent of their problems.
   f. 4 subject matter problems representing 2.35 per cent of their problems.
   g. 3 evaluation problems representing 1.76 per cent of their problems.
   h. 1 homework problem representing .59 per cent of their problems.

2. 32 transfer students listed:
   a. 111 planning problems representing 41.58 per cent of their problems.
   b. 90 classroom organization problems representing 33.71 per cent of their problems.
   c. 31 teaching technique problems representing 11.61 per cent of their problems.
   d. 20 self problems representing 7.50 per cent of their problems.
   e. 6 role problems representing 2.24 per cent of their problems.
   f. 6 evaluation problems representing 2.24 per cent of their problems.
   g. 3 homework problems representing 1.12 per cent of their problems.

The majority of students worked while attending school, during the summer vacations, or before enrolling in college. This latter statement is true of the married women students who had children. Of the fifty-four student teachers, twenty-five had work experience and experience with young children of various sorts; nineteen had only work experience; and seven had only experiences working with children. Three of the fifty-four students never held any kind of position nor worked with children in any capacity. When examining the experiential background of the student teachers in relation to the problem areas, the data show (see Tables XXV and XXVI, following):

TABLE XXV

NUMBER AND KINDS OF PROBLEMS SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES IN RELATION TO EXPERIENTIAL BACKGROUND OF STUDENT TEACHERS

Kinds of Experience	Problem Areas																					Total
	Planning			Class Organization			Teaching Technique			Self			Role of Teacher			Subject Matter			Evaluation			Homework			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Work experience and experience with children	37	33	30	15	19	15	17	2	3	4	5	7	1	5	4	..	1	1	..	4	2	..	..	2	207
Work experience only	26	22	14	18	20	20	4	4	9	5	1	2	..	..	..	..	..	..	1	1	..	1	..	1	149
Experience with children only . .	10	6	7	5	9	8	2	4	2	1	..	1	1	..	..	2	..	..	..	1	..	..	..	..	59
Neither	2	2	3	5	6	2	1	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	22
Total each quest.	75	63	54	43	54	45	24	10	14	10	6	11	2	5	4	2	1	1	1	6	2	1	..	3	437
Total for 3 quest.	192			142			48			27			11			4			9			4			437

TABLE XXVI

ANALYSIS OF PROBLEMS SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES IN RELATION TO EXPERIENTIAL BACKGROUND

Work Experience	Planning			Class Organization			Teaching Technique			Self			Role of Teacher			Subject Matter			Evaluation			Homework			Total	
	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Group
Work experience and experience with children	100	52.09	48.31	49	34.50	23.68	22	45.83	10.63	16	59.26	7.72	10	90.91	4.83	2	50.00	0.97	6	66.67	2.89	2	50.00	0.97	207	100.00
Work experience only	62	32.28	41.62	58	40.84	38.93	17	35.42	11.40	8	29.62	5.37	0	.....	.....	0	.....	.....	2	22.22	1.34	2	50.00	1.34	149	100.00
Experience with children only	23	11.98	38.99	22	15.50	37.29	8	16.67	13.56	2	7.41	3.38	1	9.09	1.70	2	50.00	3.38	1	11.11	1.70	0	.....	....	59	100.00
Neither	7	3.65	31.82	13	9.16	59.10	1	2.08	4.54	1	3.71	4.54	0	.....	....	0	.....	....	0	.....	....	0	.....	....	22	100.00
Total	192	100.00	.....	142	100.00	.....	48	100.00	.....	27	100.00	....	11	100.00	.....	4	100.00	....	9	100.00	....	4	100.00	....	437	100.00

1. All groups experienced planning problems.
   a. 25 student teachers having work experience and experience with children listed 100 planning problems representing 52.09 per cent of the planning problems.
   b. 19 student teachers having only work experience listed 62 planning problems representing 32.28 per cent of the planning problems.
   c. 7 student teachers having only experience with children listed 23 planning problems representing 11.98 per cent of the planning problems.
   d. 3 student teachers having no work experience nor experience with children listed 7 planning problems representing 3.65 per cent of the planning problems.

2. All groups experienced classroom organization problems.
   a. 25 student teachers having work experience and experience with children listed 49 classroom organization problems representing 34.50 per cent of these problems.
   b. 19 student teachers having only work experience listed 58 classroom organization problems representing 40.84 per cent of these problems.
   c. 7 student teachers having only experience with children listed 22 classroom organization problems representing 15.50 per cent of these problems.
   d. 3 student teachers having no work experience nor experience with children listed 13 classroom organization problems representing 9.16 per cent of these problems.

3. All groups experienced teaching technique problems.
   a. 25 student teachers having work experience and experience with children listed 22 teaching technique problems representing 45.83 per cent of the teaching technique problems.
   b. 19 student teachers having only work experience listed 17 teaching technique problems representing 35.42 per cent of the teaching technique problems.
   c. 7 student teachers having only experience with children listed 8 teaching technique problems representing 16.67 per cent of the teaching technique problems.
   d. 3 student teachers having no work experience nor work with children listed 1 teaching technique problem representing 2.08 per cent of these problems.

4. All groups experienced problems related to the self.
   a. 25 student teachers having work experience and experience with children listed 16 self problems representing 59.26 per cent of the self problems.
   b. 19 student teachers having only work experience listed 8 self problems representing 29.62 per cent of the self problems.

c. 7 student teachers having only experience with children listed 2 self problems representing 7.41 per cent of the self problems.
d. 3 student teachers having no work experience nor work with children listed 1 self problem representing 3.71 per cent of the self problems.

5. Student teachers having work experience and experience with children and those who had only experience with children experienced problems in adjusting to the role of the teacher.
   a. 25 student teachers having work experience and experience with children listed 10 role problems representing 90.91 per cent of the role problems.
   b. 7 student teachers having only experience with children listed 1 role problem representing 9.09 per cent of the role problems.

6. Student teachers having work experience and experience with children and those who had only experience with children listed subject matter problems.
   a. 25 student teachers having work experience and experience with children listed 2 subject matter problems representing 50 per cent of these problems.
   b. 7 student teachers having only experience with children listed 2 subject matter problems representing 50 per cent of these problems.

7. Evaluation problems were experienced by all groups except those who had no work nor experiences with children.
   a. 25 student teachers having work experience and experience with children listed 6 evaluation problems representing 66.67 per cent of these problems.
   b. 19 student teachers having only work experience listed 2 evaluation problems representing 22.22 per cent of these problems.
   c. 7 student teachers having only experience with children listed 1 evaluation problem representing 11.11 per cent of these problems.

8. Homework problems were limited to student teachers who had work experience and experience with children plus those who had only work experience: both groups listed 2 homework problems each representing 50 per cent of the homework problems.

The data for each group showing the relationship between experiential background and problem areas indicated:

1. 25 student teachers having work and child experiences listed:
   a. 100 planning problems representing 48.31 per cent of their problems.

b. 49 classroom organization problems representing 23.68 per cent of their problems.
c. 22 teaching technique problems representing 10.63 per cent of their problems.
d. 16 self problems representing 7.72 per cent of their problems.
e. 10 role problems representing 4.83 per cent of their problems.
f. 2 subject matter problems representing 0.97 per cent of their problems.
g. 6 evaluation problems representing 2.89 per cent of their problems.
h. 2 homework problems representing 0.97 per cent of their problems.

2. 19 student teachers having only work experience listed:
a. 62 planning problems representing 41.62 per cent of their problems.
b. 58 classroom organization problems representing 38.93 per cent of their problems.
c. 17 teaching technique problems representing 11.40 per cent of their problems.
d. 8 self problems representing 5.37 per cent of their problems.
e. 2 evaluation and 2 homework problems each representing 1.34 per cent of their problems.

3. 7 student teachers having only experience with children listed:
a. 23 planning problems representing 38.99 per cent of their problems.
b. 22 classroom organization problems representing 37.29 per cent of their problems.
c. 8 teaching technique problems representing 13.56 per cent of their problems.
d. 2 self problems representing 3.38 per cent of their problems.
e. 1 role problem representing 1.70 per cent of their problems.
f. 2 subject matter problems representing 3.38 per cent of their problems.
g. 1 evaluation problem representing 1.70 per cent of their problems.

4. 3 student teachers having no work experience nor experience with children listed:
a. 7 planning problems representing 31.82 per cent of their problems.
b. 13 classroom organization problems representing 59.10 per cent of their problems.
c. 1 teaching technique problem and 1 self problem each representing 4.54 per cent of their problems.

Student teachers teach two subject areas during their semester of student teaching and often will assume another class such as remedial reading or

arithmetic for one or two periods per week. Three students taught a combination of three subjects such as music, science, and arithmetic giving a total of 111 as is shown in Table XXVII.

TABLE XXVII

SUBJECTS TAUGHT BY STUDENT TEACHERS

Subject Field	Number of Student Teachers		
	Male	Female	Total
Arithmetic	9	21	30
Art	1	2	3
Home Mechanics	..	2	2
Language Arts including Reading	2	9	11
Library	..	1	1
Music	..	2	2
Physical Education	..	1	1
Science	13	20	33
Social Studies	9	18	27
Spelling	1	..	1
Total	34	76	111

Table XXVIII presents the various subject combinations taught by the student teachers. (See page 103.)

TABLE XXVIII

SUBJECT COMBINATIONS TAUGHT BY THE STUDENT TEACHERS

Subject Combinations	Number of Student Teachers
Arithmetic and	
Art	1
Language Arts	6
Library	1
Physical Education	1
Science	11
Social Studies	9
Science and	
Art	1
Home Mechanics	2
Language Arts	2
Social Studies	14
Science and	
Music, Arithmetic	1
Spelling, Art	1
Music, Social Studies	1
Social Studies and	
Language Arts	3
Total	54

TABLE XXIX

NUMBER AND KINDS OF PROBLEMS SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES IN RELATION TO SUBJECTS TAUGHT

Subjects	Planning			Class Organisation			Teaching Technique			Self			Role of Teacher			Subject Matter			Evaluation			Homework			Total
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Arithmetic	15	20	13	12	9	13	8	2	4	2	..	..	..	..	..	..	..	..	..	..	..	..	..	1	99
Art	2	2	1	1	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	9
Home Mechanics . .	..	1	..	2	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	2	..	..	..	..	6
Language Arts includ. Reading.	6	3	4	3	9	4	2	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	33
Library	1	1	2	..	2	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7
Music	..	..	1	..	..	..	2	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	4
Physical Education	1	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3
Science	22	18	13	11	16	16	4	1	4	2	3	1	1	1	..	..	1	1	..	1	1	1	..	..	118
Social Studies . .	17	10	17	12	13	10	5	3	1	1	..	1	..	1	1	1	..	..	1	1	..	..	..	2	97
Arithmetic and Social Studies .	3	2	..	1	2	1	1	..	..	.1	1	3	..	..	1	..	..	..	..	1	1	..	..	..	17
Arithmetic and Science	4	1	1	..	..	..	..	2	.1	1	1	3	..	..	1	..	..	..	..	..	..	..	..	..	15
Arithmetic and Language Arts .	2	2	..	..	..	..	..	..	..	..	1	1	..	1	1	..	..	..	..	..	..	..	..	..	8
Art and Spelling .	..		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0
Music and Science.	1	1	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4
Science and Home Mechanics .	..	..	..	..	..	..	..	..	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..	2
Science and Social Studies .	1	2	1	..	..	..	2	1	2	2	..	1	..	2	..	..	..	..	..	..	..	..	..	..	14
Spelling	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1
Total per quest. .	75	63	54	43	54	45	24	10	14	10	6	11	2	5	4	2	1	1	1	6	2	1	0	3	437
Total for 3 quest.	192			142			48			27			11			4			9			4			437

Subjects Taught by Student Teachers in Relation to Problem Areas

When examining the problems listed under the subject areas taught, it is found that: (see Tables XXIX and XXX--pages 105, 106.)

1. All students except the one student who taught spelling experienced problems in planning.
   a. 31 students teaching arithmetic listed 48 planning problems representing 25.00 per cent of the planning problems.
   b. 3 students teaching art listed 5 planning problems representing 2.60 per cent of the planning problems.
   c. 2 students teaching home mechanics listed 1 planning problem representing .52 per cent of the planning problems.
   d. 11 students teaching language arts, including reading, listed 13 planning problems representing 6.77 per cent of these problems.
   e. 1 student working in the library listed 4 planning problems representing 2.09 per cent of the planning problems.
   f. 2 students teaching music listed 1 planning problem representing .52 per cent of these problems.
   g. 1 student teaching physical education listed 2 planning problems representing 1.04 per cent of these problems.
   h. 33 students teaching science listed 53 planning problems representing 27.60 per cent of these problems.
   i. 27 students teaching social studies listed 44 planning problems representing 22.91 per cent of these problems.
   j. 9 students teaching arithmetic and social studies listed 5 problems common to both subjects representing 2.60 per cent of these problems.
   k. 11 students teaching arithmetic and science listed 6 planning problems common to both subjects representing 3.13 per cent of these problems.
   l. 6 students teaching arithmetic and language arts listed 4 planning problems common to both subjects representing 2.09 per cent of these problems.
   m. 2 students teaching science and music listed 2 planning problems common to both subjects representing 1.04 per cent of these problems.
   n. 14 students teaching science and social studies listed 4 problems common to both subjects representing 2.09 per cent of these problems.

2. All students except those teaching music and spelling found classroom organization to be a problem.
   a. 31 students teaching arithmetic listed 34 organization problems representing 23.94 per cent of these problems.

TABLE XXIX

NUMBER AND KINDS OF PROBLEMS SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES IN RELATION TO SUBJECTS TAUGHT

Subjects	Planning			Class Organization			Teaching Technique			Self			Role of Teacher			Subject Matter			Evaluation			Homework			Total
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Arithmetic	15	20	13	12	9	13	8	2	4	2	..	..	..	..	..	..	..	..	..	..	..	..	..	1	99
Art	2	2	1	1	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	9
Home Mechanics	..	1	..	2	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	2	..	..	..	..	6
Language Arts includ. Reading.	6	3	4	3	9	4	2	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	33
Library	1	1	2	..	2	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7
Music	..	..	1	..	..	..	2	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	4
Physical Education	1	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3
Science	22	18	13	11	16	16	4	1	4	2	3	1	1	1	..	..	1	1	..	1	1	1	..	..	118
Social Studies	17	10	17	12	13	10	5	3	1	1	..	1	..	1	1	1	..	..	1	1	..	..	..	2	97
Arithmetic and Social Studies	3	2	..	1	2	1	1	..	..	.1	1	3	..	..	1	..	..	..	..	1	1	..	..	..	17
Arithmetic and Science	4	1	1	..	..	..	..	2	.1	1	1	3	..	..	1	..	..	..	..	..	..	..	..	..	15
Arithmetic and Language Arts	2	2	..	..	..	..	..	..	..	..	1	1	..	1	1	..	..	..	..	..	..	..	..	..	8
Art and Spelling	..		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0
Music and Science.	1	1	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4
Science and Home Mechanics	..	..	..	..	..	..	..	..	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..	2
Science and Social Studies	1	2	1	..	..	..	2	1	2	2	..	1	..	2	..	..	..	..	..	..	..	..	..	..	14
Spelling	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1
Total per quest.	75	63	54	43	54	45	24	10	14	10	6	11	2	5	4	2	1	1	1	6	2	1	0	3	437
Total for 3 quest.	192			142			48			27			11			4			9			4			437

TABLE XXX

ANALYSIS OF PROBLEMS SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES IN RELATION TO SUBJECTS TAUGHT

Subjects	Planning			Class Organization			Teaching Technique			Self			Role of Teacher			Subject Matter			Evaluation			Homework			Total	
	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Group
Arithmetic	48	25.00	48.48	34	23.94	34.34	14	29.16	14.14	2	7.41	2.02	..	.....	.....	..	.....	.....	..	.....	.....	1	25.00	1.01	99	99.99
Art	5	2.60	55.56	3	2.11	33.33	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	11.11	11.11	..	.....	.....	9	100.00
Home Mechanics	1	.52	16.67	2	1.41	33.33	..	.....	.....	1	3.70	16.67	..	.....	.....	..	.....	.....	2	22.22	33.33	..	.....	.....	6	100.00
Language Arts including Reading.	13	6.77	39.40	16	11.27	48.48	4	8.33	12.12	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	33	100.00
Library	4	2.09	57.14	2	1.41	28.57	..	.....	.....	1	3.70	14.29	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	7	100.00
Music	1	.52	25.00	..	.....	.....	2	4.17	50.00	..	.....	.....	..	.....	.....	1	25.00	25.00	..	.....	.....	..	.....	.....	4	100.00
Physical Education	2	1.04	66.67	1	0.70	33.33	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	3	100.00
Science	53	27.60	44.91	43	30.29	36.44	9	18.76	7.62	6	22.22	5.08	2	18.18	1.70	2	50.00	1.70	2	22.22	1.70	1	25.00	.85	118	100.00
Social Studies	44	22.91	45.36	35	24.65	36.09	9	18.76	9.28	2	7.41	2.06	2	18.18	2.06	1	25.00	1.03	2	22.22	2.06	2	50.00	2.06	97	100.00
Spelling	..	.....	.....	..	.....	.....	1	2.08	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	100.00
Arithmetic and Social Studies	5	2.60	29.41	4	2.81	23.52	1	2.08	5.89	4	14.82	23.52	1	9.09	5.89	..	.....	.....	2	22.22	11.77	..	.....	.....	17	100.00
Arithmetic and Science	6	3.13	40.00	..	.....	.....	3	6.25	20.00	5	18.52	33.33	1	9.09	6.67	..	.....	.....	..	.....	.....	..	.....	.....	15	100.00
Arithmetic and Language Arts	4	2.09	50.00	..	.....	.....	..	.....	.....	2	7.41	25.00	2	18.18	25.00	..	.....	.....	..	.....	.....	..	.....	.....	8	100.00
Art and Spelling	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....
Music and Science	2	1.04	50.00	2	1.41	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	4	100.00
Science and Home Mechanics	..	.....	.....	..	.....	.....	..	.....	.....	1	3.70	50.00	1	9.09	50.00	..	.....	.....	..	.....	.....	..	.....	.....	2	100.00
Science and Social Studies	4	2.09	28.57	..	.....	.....	5	10.41	35.72	3	11.11	21.42	2	18.18	14.29	..	.....	.....	..	.....	.....	..	.....	.....	14	100.00
Total	192	100.00		142	100.00		48	100.00		27	100.00		11	99.99		4	100.00		9	99.99		4	100.00		437	

b. 3 students teaching art listed 3 organization problems representing 2.11 per cent of these problems.
c. 2 students teaching home mechanics listed 2 organization problems representing 1.41 per cent of these problems.
d. 11 students teaching language arts listed 16 organization problems representing 11.27 per cent of the problems.
e. 1 student working in the library listed 2 organization problems representing 1.41 per cent of these problems.
f. 1 student teaching physical education listed 1 organization problem representing .70 per cent of these problems.
g. 33 students teaching science listed 43 organization problems representing 30.29 per cent of these problems.
h. 27 students teaching social studies listed 35 organization problems representing 24.65 per cent of these problems.
i. 9 students teaching arithmetic and social studies listed 4 organization problems common to both areas representing 2.81 per cent of these problems.
j. 2 students teaching music and science listed 2 organization problems common to both areas representing 1.41 per cent of these problems.

3. Teaching techniques were a problem to students teaching arithmetic, language arts, music, science, social studies, spelling.
a. 31 students teaching arithmetic listed 14 teaching technique problems representing 29.16 per cent of these problems.
b. 11 students teaching language arts listed 4 teaching technique problems representing 8.33 per cent of these problems.
c. 2 students teaching music listed 2 teaching technique problems representing 4.17 per cent of these problems.
d. 33 students teaching science listed 9 teaching technique problems representing 18.76 per cent of these problems.
e. 27 students teaching social studies listed 9 teaching technique problems representing 18.76 per cent of these problems.
f. 1 student teaching spelling listed 1 teaching technique problem representing 2.08 per cent of these problems.
g. 9 students teaching arithmetic and social studies listed 1 teaching technique problem common to both subjects representing 2.08 per cent of these problems.
h. 11 students teaching arithmetic and science listed 3 teaching technique problems common to both subjects representing 6.25 per cent of these problems.
i. 14 students teaching science and social studies listed 5 teaching technique problems common to both subjects representing 10.41 per cent of these problems.

4. Problems related to the self were experienced by students teaching arithmetic, home mechanics, library, science, social studies, and language arts.

a. 31 students teaching arithmetic listed 2 self problems representing 7.41 per cent of these problems.
b. 2 students teaching home mechanics listed 1 self problem representing 3.70 per cent of the problems.
c. 1 student teaching in the library listed 1 self problem representing 3.70 per cent of these problems.
d. 33 students teaching science listed 6 self problems representing 22.22 per cent of these problems.
e. 27 students teaching social studies listed 2 self problems representing 7.41 per cent of these problems.
f. 9 students teaching arithmetic and social studies listed 4 self problems representing 14.82 per cent of these problems.
g. 11 students teaching arithmetic and science listed 5 self problems representing 18.52 per cent of these problems.
h. 6 students teaching arithmetic and language arts listed 2 self problems representing 7.41 per cent of these problems.
i. 2 students teaching science and home mechanics listed 1 self problem representing 3.70 per cent of these problems.
j. 14 students teaching science and social studies listed 3 self problems representing 11.11 per cent of these problems.

5. Adjusting to the role of the teacher was a problem to students teaching science, social studies, arithmetic, and language arts, and home mechanics.
   a. 33 students teaching science listed 2 role problems representing 18.18 per cent of these problems.
   b. 27 students teaching social studies listed 2 role problems representing 18.18 per cent of these problems.
   c. 9 students teaching arithmetic and social studies listed 1 role problem common to both subjects representing 9.09 per cent of these problems.
   d. 11 students teaching arithmetic and language arts listed 2 role problems representing 18.18 per cent of these problems.
   e. 2 students teaching science and home mechanics listed 1 role problem representing 9.09 per cent of these problems.
   f. 14 student teaching science and social studies listed 2 problems representing 18.18 per cent of these problems.

6. Subject matter problems were limited to science, social studies, and music.
   a. 2 students teaching music listed 1 subject matter problem representing 25 per cent of these problems.
   b. 33 students teaching science listed 2 subject matter problems representing 50 per cent of these problems.
   c. 27 students teaching social studies listed 1 subject matter problem representing 25 per cent of these problems.

7. Evaluation was a problem to students teaching art, home mechanics, science, social studies, arithmetic.

a. 3 students teaching art listed 1 evaluation problem representing 11.11 per cent of these problems.
b. 2 students teaching home mechanics listed 2 evaluation problems representing 22.22 per cent of these problems.
c. 33 students teaching science listed 2 evaluation problems representing 22.22 per cent of these problems.
d. 27 students teaching social studies listed 2 evaluation problems representing 22.22 per cent of these problems.
e. 9 students teaching arithmetic and social studies listed 2 evaluation problems common to both subjects representing 22.22 per cent of these problems.

8. Homework problems were experienced by students teaching arithmetic, science, and social studies.
   a. 31 students teaching arithmetic listed 1 homework problem representing 25 per cent of these problems.
   b. 33 students teaching science listed 1 homework problem representing 25 per cent of these problems.
   c. 27 students teaching social studies listed 2 homework problems representing 50 per cent of these problems.

The data for problems occurring during the teaching of various subjects shows:

1. 31 students teaching arithmetic listed:
   a. 48 planning problems representing 48.48 per cent of the problems in this subject area.
   b. 34 organization problems representing 34.34 per cent of the problems in this subject area.
   c. 14 teaching technique problems representing 14.14 per cent of the problems in this subject area.
   d. 2 problems related to the self representing 2.02 per cent of the problems in this subject area.
   e. 1 homework problem representing 1.01 per cent of the problems in this subject area.

2. 3 students teaching art listed:
   a. 5 planning problems representing 55.56 per cent of the problems in this subject area.
   b. 3 classroom organization problem representing 33.33 per cent of the problems in this subject area.
   c. 1 evaluation problem representing 11.11 per cent of the problems in this area.

3. 2 students teaching home mechanics listed:
   a. 1 planning problem representing 16.67 per cent of the problems in this subject area.

b. 2 classroom organization problems representing 33.33 per cent of the problems in this subject area.
c. 1 self problem representing 16.67 per cent of the problems in this subject area.
d. 2 evaluation problems representing 33.33 per cent of the problems in this subject area.

4. 11 students teaching language arts listed:
   a. 13 planning problems representing 39.40 per cent of the problems in this subject area.
   b. 16 classroom organization problems representing 48.48 per cent of the problems in this subject area.
   c. 4 teaching technique problems representing 12.12 per cent of the problems in this subject area.

5. 1 student teaching in the library listed:
   a. 4 planning problems representing 57.14 per cent of the problems in this subject area.
   b. 2 classroom organization problems representing 28.57 per cent of these problems.
   c. 1 self problem representing 14.29 per cent of these problems.

6. 2 students teaching music listed
   a. 1 planning problem representing 25 per cent of the problems in this subject area.
   b. 2 teaching technique problems representing 50 per cent of the problems in this subject area.
   c. 1 subject matter problem representing 25 per cent of the problems in this area.

7. 1 student teaching physical education listed:
   a. 2 planning problems representing 66.67 per cent of the problems in this subject area.
   b. 1 classroom organization problem representing 33.33 per cent of the problems in this subject area.

8. 33 students teaching science listed:
   a. 53 planning problems representing 44.91 per cent of the problems in this subject area.
   b. 43 classroom organization problems representing 36.44 per cent of the problems in this subject area.
   c. 9 teaching technique problems representing 7.62 per cent of the problems in this subject area.
   d. 6 self problems representing 5.08 per cent of the problems in this subject area.
   e. 2 role problems representing 1.70 per cent of the problems in this area.
   f. 2 subject matter problems and 2 evaluation problems each representing 1.70 per cent of the problems in this subject area.

g. 1 homework problem representing .85 per cent of the problems in this subject area.

9. 27 students teaching social studies listed:
   a. 44 planning problems representing 45.36 per cent of the problems in this subject area.
   b. 35 classroom organization problems representing 36.09 per cent of the problems in this subject area.
   c. 9 teaching technique problems representing 9.28 per cent of the problems in this subject area.
   d. 2 self problems representing 2.06 per cent of the problems in this subject area.
   e. 2 role problems representing 2.06 per cent of the problems in this subject area.
   f. 1 subject matter problem representing 1.03 per cent of the problems in this subject area.
   g. 2 evaluation and 2 homework problems each representing 2.06 per cent of the problems in this subject area.

10. 1 student teaching spelling listed 1 teaching technique problem representing 100 per cent of the problems in this subject area.

11. 9 students teaching arithmetic and social studies listed the following problems common to both subjects:
   a. 5 planning problems representing 29.41 per cent of the problems in these subject areas.
   b. 4 classroom organization problems representing 23.52 per cent of the problems in these subject areas.
   c. 1 teaching technique problem representing 5.89 per cent of the problems in these subject areas.
   d. 4 self problems representing 23.52 per cent of the problems in these subject areas.
   e. 1 role problem representing 5.89 per cent of the problems in these subject areas.
   f. 2 evaluation problems representing 11.77 per cent of the problems in these subject areas.

12. 11 students teaching arithmetic and science listed the following problems common to both subjects:
   a. 6 planning problems representing 40 per cent of the problems in these subject areas.
   b. 3 teaching technique problems representing 20 per cent of the problems in these subject areas.
   c. 5 self problems representing 33.33 per cent of the problems in these subject areas.
   d. 1 role problem representing 6.67 per cent of the problems in these subject areas.

13. 6 students teaching arithmetic and language arts listed the following problems common to both subjects:
    a. 4 planning problems representing 50 per cent of the problems in these subject areas.
    b. 2 self problems representing 25 per cent of the problems in these subject areas.
    c. 2 role problems representing 25 per cent of the problems in these subject areas.

14. 2 students teaching music and science listed the following problems common to both subject areas:
    a. 2 planning problems representing 50 per cent of the problems in these areas.
    b. 2 classroom organization problems representing 50 per cent of the problems in these areas.

15. 2 students teaching science and home mechanics listed the following problems common to both subject areas:
    a. 1 self problem representing 50 per cent of the problems in these areas.
    b. 1 role problem representing 50 per cent of the problems in these areas.

16. 14 students teaching science and social studies listed the following problems common to both subject areas:
    a. 4 planning problems representing 28.57 per cent of the problems in these subject areas.
    b. 5 teaching technique problems representing 35.72 per cent of the problems in these subject areas.
    c. 3 self problems representing 21.42 per cent of the problems in these subject areas.
    d. 2 role problems representing 14.29 per cent of the problems in these subject areas.

Grades Taught by Student Teachers in Relation to Problem Areas

Students teach two subjects on two grade levels for one semester in elementary schools having kindergarten through eighth grade and in schools having kindergarten through sixth grade. In these latter schools the seventh and eighth graders attend upper grade centers housing only grades seven and eight. Physical Education students work with children in grades four through eight; students teaching in school libraries work with children from grades one

through eight; home mechanics students work with children in the upper grades only. In addition to working in their specialized areas, these students teach one academic subject. Students teach one grade level such as a 4B class or a split division such as 4B/4A. A 4B class is the first semester of the fourth grade; a 4A class is the second semester of the fourth grade. Some rooms consist of all 4B students; others are made up of two classes, such as 4B/4A. On the charge 2-3 refers to 2A/3B; 4 means grades 4B or 4A or a combination of 4B/4A, and 5 means grades 5B, 5A, or a combination of 5B/5A. There were fifty-four student teachers working on two levels plus one student who taught a remedial class periodically and another student who changed his teaching program after the tenth week giving a total of 111. Table XXXI presents the above data. Table XXXII presents the combination of grade levels taught by the student teachers during the semester (See page 115.)

The student teachers indicated their major problems three times during the semester and noted whether the problem concerned one or both grade levels. The data show that (see Tables XXXIII and XXXIV, pages 117 and 118, respectively.)

1. All students teaching in grades 1 through 8 had planning problems.
   a. 1 student teaching grade 1 in the library listed 1 planning problem representing .52 per cent of these problems.
   b. 1 student working with a grade 2 remedial class listed 1 planning problem representing .52 per cent of these problems.
   c. 2 students teaching grades 2-3 listed 5 planning problems representing 2.60 per cent of these problems.
   d. 10 students teaching grade 3 listed 19 planning problems representing 9.90 per cent of these problems.
   e. 3 students teaching grades 3-4 listed 13 planning problems representing 6.77 per cent of these problems.
   f. 16 students teaching grade 4 listed 23 planning problems representing 11.98 per cent of these problems.
   g. 1 student teaching grades 4-5 listed 5 planning problems representing 2.60 per cent of these problems.

TABLE XXXI

GRADES TAUGHT BY STUDENT TEACHERS

Grades Taught	Number of Student Teachers
2	1
2-3	2
3	10
3-4	3
4	16
4-5	1
5	16
5-6	2
6	25
6-7	2
7	18
7-8	4
8	8
4-8[a]	1
1,4,7,8[b]	1
Total	111

[a]Physical education student who taught grades 4 through 8.

[b]Library science student who taught classes in grades 1 through 8.

h. 16 students teaching grade 5 listed 19 planning problems representing 9.90 per cent of these problems.

TABLE XXXII

GRADE COMBINATIONS TAUGHT BY STUDENT TEACHERS

Grade Combinations	Number of Student Teachers
2-3 and 8	2
3 and 6	3
3 and 7	4
3 and 8	2
3-4 and 6	3
4 and 5-6	1
X8 and 6[a]	1
4 and 5	1
4 and 6	5
4 and 7	7
4 and 7-8	1
4 and 8	1
5 and 6	6
5 and 7	7
5 and 8	2
5-6 and 7	1
6 and 7	2
6 and 8	3
6 and 6	1
3 and 4-8[b]	1
5 and 1-8	1
Total	55[c]

[a]X-8 is an accelerated class.
[b]4-8 are physical education classes; 1-8 are library science classes.
[c]Fifty-five total includes students who changed program.

TABLE XXXIII: ADDITION: Grade 3 is missing from chart

Grade 3	Questionnaires		
Area	1	2	3
Planning	5	7	7
Classroom Org.	5	3	7
Teaching Tech.	2	2	1
Self	1		1
Role of Teacher	1	1	
Subject Matter			
Evaluation		1	1
Homework			

Grades 4 and 8	Questionnaires		
Area	1	2	3
Planning		1	
Class. Org.			1
Role of Teacher		1	

i. 2 students teaching grades 5-6 listed 11 planning problems representing 5.73 per cent of these problems.
j. 25 students teaching grade 6 listed 24 planning problems representing 12.50 per cent of these problems.
k. 2 students teaching grades 6-7 listed 7 planning problems representing 3.64 per cent of these problems.
l. 18 students teaching grade 7 listed 27 planning problems representing 14.07 per cent of these problems.
m. 4 students teaching grades 7-8 listed 7 planning problems representing 3.64 per cent of these problems.
n. 8 students teaching grade 8 listed 9 planning problems representing 4.69 per cent of these problems.

TABLE XXXIII

NUMBER AND KINDS OF PROBLEMS SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES IN RELATION TO GRADES TAUGHT

Grades	Planning			Class Organisation			Teaching Technique			Self			Role of Teacher			Subject Matter			Evaluation			Homework		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..
2-3	1	2	2	1	2	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3-4	4	7	2	..	1	2	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4	11	6	6	3	6	6	4	3	2	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..
4-5	2	1	2	2	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1
5	7	8	4	5	5	7	2	2	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..
5-6	4	7	..	..	1	..	..	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6	10	..	14	10	17	10	5	..	1	2	1	1	..	..	..	..	..	..	..	1	..	..	..	1
6-7	3	2	2	2	3	2	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7	9	10	8	10	5	5	5	..	1	2	..	1	..	1	1	1	..	1	1	2	..	..	..	1
7-8	3	2	2	1	2	2	..	..	1	..	..	..	..	..	..	..	1	..	..	1	..	..	..	..
8	4	3	2	3	5	1	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2-3 + 8	1	..	..	..	..	..	..	1	..	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..
3 + 6	..	1	..	..	..	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3 + 7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3-4 + 6	..	..	1	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..
X8 + 6	2	..	..	..	..	..	..	..	..	..	1	2	..	..	..	..	..	..	..	1	1	..	..	..
4 + 6	1	1	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..
4 + 7	3	1	..	..	1	..	1	..	..	1	1	2	..	2	1	..	..	..	..	..	..	..	..	..
4 + 7-8	.1	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5 + 6	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5-6 + 7	..	1	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5 + 7	1	3	..	1	1	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5 + 8	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6 + 7	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6 + 8	1	..	..	..	..	..	..	..	..	1	..	1	..	..	1	..	..	..	..	..	..	..	..	..
Total	75	63	54	43	54	45	24	10	14	10	6	11	2	5	4	2	1	1	1	6	2	1	..	3
Total 3 quest.	192			142			48			27			11			4			9			4		

TABLE XXXIV

ANALYSIS OF PROBLEMS SUBMITTED BY STUDENT TEACHERS ON THREE QUESTIONNAIRES IN RELATION TO GRADES TAUGHT

Grades	Planning			Class Organization			Teaching Technique			Self			Role of Teacher			Subject Matter			Evaluation			Homework			Total	
	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Group
1	1	.52	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	100.00
2	1	.52	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	100.00
2-3	5	2.60	50.00	4	2.81	40.00	1	2.08	10.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	10	100.00
3	19	9.90	42.22	15	10.50	33.33	5	10.42	11.11	2	7.41	4.45	2	18.18	4.45	..	.....	.....	2	22.22	4.45	..	.....	.....	45	100.00
3-4	13	6.77	76.48	3	2.11	17.64	..	.....	.....	1	3.70	5.88	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	17	100.00
4	23	11.98	46.93	15	10.50	30.61	9	18.76	18.37	2	7.41	4.09	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	49	100.00
4-5	5	2.60	55.56	3.	2.11	33.33	1	2.08	11.11	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	9	100.00
5	19	9.90	45.45	17	11.97	38.63	5	10.42	11.36	..	.....	.....	..	.....	.....	1	25.00	2.27	..	.....	.....	2	50.00	4.54	44	102.25
5-6	11	5.73	68.75	1	0.70	6.25	4	8.33	6.25	4	8.33	25.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	16	100.00
6	24	12.50	32.88	37	25.77	50.68	6	12.50	8.22	4.	14.81	5.48	..	.....	.....	..	.....	.....	1	11.11	1.37	1	25.00	1.37	73	99.99
6-7	7	3.64	46.67	7	4.92	46.67	1	2.08	6.66	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	15	100.00
7	27	14.07	42.19	20	14.08	31.25	6	12.50	9.38	3	11.11	4.69	2	18.18	3.12	2	50.00	3.12	3	33.33	4.69	1	25.00	1.56	64	100.00
7-8	7	3.64	46.67	5	3.52	33.33	1	2.08	6.66	..	.....	.....	..	.....	.....	1	25.00	6.66	1	11.11	6.66	..	.....	.....	15	99.99
8	9	4.69	45.00	9	6.34	45.00	2	4.16	10.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	20	100.00
2-3 + 8	1	.52	16.67	..	.....	.....	1	2.08	16.67	2	7.41	33.33	2	18.18	33.33	..	.....	.....	...	.....	.....	..	.....	.....	6	99.99
3 + 6	1	.52	33.33	..	.....	.....	1	2.08	33.33	1	3.70	33.33	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	3	99.99
3-4 + 6	1	.52	50.00	..	.....	.....	...	.....	.....	1	3.70	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2	100.00
3 + 7	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....
X8 + 6	2	1.04	28.57	..	.....	.....	..	.....	.....	3	11.11	42.86	..	.....	.....	..	.....	.....	2	22.22	28.57	..	.....	.....	7	100.00
4 + 6	2	1.04	50.00	..	.....	.....	..	.....	.....	2	7.41	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	4	100.00
4 + 7	4	2.09	30.77	1	0.70	7.69	1	2.08	7.69	4	14.82	30.77	3	27.27	23.08	..	.....	.....	..	.....	.....	..	.....	.....	13	100.00
4 + 7-8	1	.52	50.00	..	.....	.....	1	2.08	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2	100.00
4 + 8	1	.52	33.33	1	0.70	33.33	..	.....	.....	..	.....	.....	1	9.09	33.33	..	.....	.....	..	.....	.....	..	.....	.....	3	99.99
5 + 6	1	.52	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	100.00
5-6 + 7	1	.52	50.00	..	.....	.....	1	2.08	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2	100.00
5 + 7	4	2.09	50.00	2	1.41	25.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	8	100.00
5 + 8	1	.52	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	100.00
6 + 7	..	.....	.....	2	1.41	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2	100.00
6 + 8	.1	.....	.....	..	.....	.....	..	.....	.....	2	7.41	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2	100.00
Total	192	100.00		142	100.00		48	100.04		27	100.00		11	99.99		4	100.00		9	99.99		4	100.00		437	

o. 2 students teaching grades 2-3 and 8 listed 1 planning problem common to both levels representing .52 per cent of these problems.
p. 3 students teaching grades 3 and 6 listed 1 planning problem common to both levels representing .52 per cent of these problems.
q. 3 students teaching grades 3-4 and 6 listed 1 planning problem common to both levels representing .52 per cent of these problems.
r. 1 student teaching X8 (accel. 3rd) and 6 listed 2 planning problems common to both levels representing 1.04 per cent of these problems.
s. 5 students teaching grades 4 and 6 listed 2 planning problems common to both levels representing 1.04 per cent of these problems.
t. 7 students teaching grades 4 and 7 listed 4 planning problems common to both levels representing 2.09 per cent of these problems.
u. 1 student teaching grades 4 and 7-8 listed 1 planning problem representing .52 per cent of these problems.
v. 1 student teaching grades 4 and 8 listed 1 planning problem representing .52 per cent of these problems.
w. 1 student teaching grades 5-6 and 7 listed 1 planning problem representing .52 per cent of these problems.
x. 6 students teaching grades 5 and 6 listed 1 planning problem representing .52 per cent of these problems.
y. 7 students teaching grades 5 and 7 listed 4 planning problems representing 2.09 per cent of these problems.
z. 2 students teaching grades 5 and 8 listed 1 planning problem common to both levels representing .52 per cent of these problems.
aa. 3 students teaching grades 6 and 8 listed 1 planning problem common to both levels representing .52 per cent of these problems.

2. Students teaching grades 2 through 8 experienced classroom organization problems.
a. 2 students teaching grades 2-3 listed 4 organization problems representing 2.81 per cent of these problems.
b. 10 students teaching grade 3 listed 15 organization problems representing 10.50 per cent of these problems.
c. 3 students teaching grades 3-4 listed 3 organization problems representing 2.11 per cent of these problems.
d. 16 students teaching grade 4 listed 15 organization problems representing 10.50 per cent of these problems.
e. 1 student teaching grades 4-5 listed 3 organization problems representing 2.11 per cent of these problems.
f. 16 students teaching grade 5 listed 17 organization problems representing 11.97 per cent of these problems.

g. 2 students teaching grades 5-6 listed 1 organization problem representing .70 per cent of these problems.
h. 25 students teaching grade 6 listed 37 organization problems representing 25.77 per cent of these problems.
i. 2 students teaching grades 6-7 listed 7 organization problems representing 4.92 per cent of these problems.
j. 18 students teaching grade 7 listed 20 organization problems representing 14.08 per cent of these problems.
k. 4 students teaching grades 7-8 listed 5 organization problems representing 3.52 per cent of these problems.
l. 8 students teaching grade 8 listed 9 organization problems representing 6.34 per cent of these problems.
m. 7 students teaching grades 4 and 7 listed 1 organization problem common to both levels representing .70 per cent of these problems.
n. 1 student teaching grades 4 and 8 listed 1 organization problem representing .70 per cent of these problems.
o. 7 students teaching grades 5 and 7 listed 2 organization problems representing 1.41 per cent of these problems.
p. 2 students teaching grades 6 and 7 listed 2 organization problems representing 1.41 per cent of these problems.

3. Student teachers in grades 2 through 8 experienced teaching technique problems.
   a. 2 students teaching grades 2-3 listed 1 teaching technique problem representing 2.08 per cent of these problems.
   b. 10 students teaching grade 3 listed 5 teaching technique problems representing 10.42 per cent of these problems.
   c. 16 students teaching in grade 4 listed 9 teaching technique problems representing 18.76 per cent of these problems.
   d. 1 student teaching grades 4-5 listed 1 teaching technique problem representing 2.08 per cent of these problems.
   e. 16 students teaching grade 5 listed 5 teaching technique problems representing 10.42 per cent of these problems.
   f. 2 students teaching grades 5-6 listed 4 teaching technique problems representing 8.33 per cent of these problems.
   g. 25 students teaching grade 6 listed 6 teaching technique problems representing 12.50 per cent of these problems.
   h. 2 students teaching grades 6-7 listed 1 teaching technique problem representing 2.08 per cent of these problems.
   i. 18 students teaching grade 7 listed 6 teaching technique problems representing 12.50 per cent of these problems.
   j. 4 students teaching grades 7-8 listed 1 teaching technique problem representing 2.08 per cent of these problems.
   k. 8 students teaching grade 8 listed 2 teaching technique problems representing 4.17 per cent of these problems.
   l. 2 students teaching grades 2-3 and 8 listed 1 teaching technique problems common to both levels representing 2.08 per cent of these problems.

m. 3 students teaching grades 3 and 6 listed 1 teaching technique problem common to both levels representing 2.08 per cent of these problems.
n. 7 students teaching grades 4 and 7 listed 1 teaching technique problem common to both levels representing 2.08 per cent of these problems.
o. 1 student teaching grades 4 and 7-8 listed 1 teaching technique problem representing 2.08 per cent of these problems.
p. 1 student teaching grades 5-6 and 7 listed 1 teaching technique problem common to both levels representing 2.08 per cent of these problems.
q. 7 students teaching grades 5 and 7 listed 2 teaching technique problems representing 4.17 per cent of these problems.

4. Student teachers in grades 2 through 4 and 6 through 8 experienced problems related to self.
a. 10 students teaching grade 3 listed 2 self problems representing 7.41 per cent of these problems.
b. 3 students teaching grades 3-4 listed 1 self problem representing 3.70 per cent of these problems.
c. 16 students teaching grade 4 listed 2 self problems representing 7.41 per cent of these problems.
d. 25 students teaching grade 6 listed 4 self problems representing 14.82 per cent of these problems.
e. 18 students teaching grade 7 listed 3 problems representing 11.11 per cent of these problems.
f. 2 students teaching grades 2-3 and 8 listed 2 self problems common to both levels representing 7.41 per cent of these problems.
g. 3 students teaching grades 3 and 6 listed 1 self problem common to both levels representing 3.70 per cent of these problems.
h. 1 student teaching grades X8 and 6 listed 3 self problems common to both levels representing 11.11 per cent of these problems.
i. 3 students teaching grades 3-4 and 6 listed 1 self problem common to both levels representing 3.70 per cent of these problems.
j. 5 students teaching grades 4 and 6 listed 2 self problems common to both levels representing 7.41 per cent of these problems.
k. 7 students teaching grades 4 and 7 listed 4 self problems common to both levels representing 14.82 per cent of these problems.
l. 3 students teaching grades 6 and 8 listed 2 self problems common to both levels representing 7.41 per cent of these problems.

5. Student teachers in grades 2 through 4 and 6 through 8 experienced problems adjusting to the role of the teacher.
a. 10 students teaching grade 3 listed 2 role problems representing 18.18 per cent of these problems.

b. 18 students teaching grade 7 listed 2 role problems representing 18.18 per cent of these problems.
c. 2 students teaching grades 2-3 and 8 listed 2 role problems common to both levels representing 18.18 per cent of these problems.
d. 7 students teaching grades 4 and 7 listed 3 role problems common to both levels representing 27.27 per cent of these problems.
e. 1 student teaching grades 4 and 8 listed 1 role problem common to both levels representing 9.09 per cent of these problems.
f. 3 students teaching grades 6 and 8 listed 1 role problem common to both levels representing 9.09 per cent of these problems.

6. Subject matter problems were limited to students teaching grades 5, 7, and 8.
   a. 16 students teaching grade 5 listed 1 subject matter problem representing 25 per cent of these problems.
   b. 18 students teaching grade 7 listed 2 subject matter problems representing 50 per cent of these problems.
   c. 4 students teaching grades 7-8 listed 1 subject matter problem representing 25 per cent of these problems.

7. Evaluation problems were limited to students teaching grades 3, 6 and 7.
   a. 10 students teaching grade 3 listed 2 evaluation problems representing 22.22 per cent of these problems.
   b. 25 students teaching grade 6 listed 1 evaluation problem representing 11.11 per cent of these problems.
   c. 18 students teaching grade 7 listed 3 evaluation problems representing 33.33 per cent of these problems.
   d. 4 students teaching grades 7-8 listed 1 evaluation problem representing 11.11 per cent of these problems.
   e. 1 student teaching grades X8 and 6 listed 2 evaluation problems common to both levels representing 22.22 per cent of these problems.

8. Homework problems were limited to students teaching grades 5, 6, and 7.
   a. 16 students teaching grade 5 listed 2 homework problems representing 50 per cent of these problems.
   b. 25 students teaching grade 6 listed 1 homework problem representing 25 per cent of these problems.
   c. 18 students teaching grade 7 listed 1 homework problem representing 25 per cent of these problems.

The data indicating the problems for the various grade levels show:

1. 1 student working with grade 1 in the library listed 1 planning problem representing 100 per cent of the problems for this grade level.

2. 1 student working with a grade 2 remedial class listed 1 planning problem representing 100 per cent of the problems for this grade level.

3. 2 students teaching grades 2-3 listed:
   a. 5 planning problems representing 50 per cent of the problems for this level.
   b. 4 classroom organization problems representing 40 per cent of the problems for this level.
   c. 1 teaching technique problem representing 10 per cent of the problems for this level.

4. 10 students teaching grade 3 listed:
   a. 19 planning problems representing 42.22 per cent of the problems for this grade level.
   b. 15 organization problems representing 33.33 per cent of the problems for this grade level.
   c. 5 teaching technique problems representing 11.11 per cent of the problems for this level.
   d. 2 self problems representing 4.45 per cent of the problems for this level.
   e. 2 role problems representing 4.45 per cent of the problems for this level.
   f. 2 evaluation problems representing 4.45 per cent of the problems at this level.

5. 3 students teaching grades 3-4 listed:
   a. 13 planning problems representing 76.48 per cent of the problems at this level.
   b. 3 organization problems representing 17.64 per cent of the problems at this level.
   c. 1 self problem representing 5.88 per cent of the problems at this level.

6. 16 students teaching grade 4 listed:
   a. 23 planning problems representing 46.93 per cent of the problems at this level.
   b. 15 organization problems representing 30.61 per cent of the problems at this level.
   c. 9 teaching technique problems representing 18.37 per cent of the problems at this level.
   d. 2 self problems representing 4.09 per cent of the problems at this level.

7. 1 student teaching grades 4-5 listed:
   a. 5 planning problems representing 55.56 per cent of the problems at this level.
   b. 3 organization problems representing 33.33 per cent of the problems at this level.

c. 1 teaching technique problem representing 11.11 per cent of the problems at this level.

8. 16 students teaching grade 5 listed:
   a. 19 planning problems representing 45.45 per cent of the problems at this level.
   b. 17 organization problems representing 38.63 per cent of the problems at this level.
   c. 5 teaching technique problems representing 11.36 per cent of the problems at this level.
   d. 1 subject matter problem representing 2.27 per cent of the problems at this level.
   e. 2 homework problems representing 4.54 per cent of the problems at this level.

9. 2 students teaching grades 5-6 listed:
   a. 11 planning problems representing 68.75 per cent of the problems at this level.
   b. 1 organization problem representing 6.25 per cent of the problems at this level.
   c. 4 teaching technique problems representing 25 per cent of the problems at this level.

10. 25 students teaching grade 6 listed:
   a. 24 planning problems representing 32.88 per cent of the problems at this level.
   b. 37 organization problems representing 50.68 per cent of the problems at this level.
   c. 6 teaching technique problems representing 8.22 per cent of the problems at this level.
   d. 4 self problems representing 5.48 per cent of the problems at this level.
   e. 1 evaluation and 1 homework problem each representing 1.37 per cent of the problems at this level.

11. 2 students teaching grades 6-7 listed:
   a. 7 planning problems representing 46.67 per cent of the problems at this level.
   b. 7 organization problems representing 46.67 per cent of the problems at this level.
   c. 1 teaching technique problem representing 6.66 per cent of the problems at this level.

12. 18 students teaching grade 7 listed:
   a. 27 planning problems representing 42.19 per cent of these problems at this level.
   b. 20 organization problems representing 31.25 per cent of these problems at this level.

e. 6 teaching technique problems representing 9.38 per cent of these problems.
d. 3 self problems representing 4.69 per cent of these problems at this level.
e. 2 role problems representing 3.12 per cent of the problems at this level.
f. 2 subject matter problems representing 3.12 per cent of the problems at this level.
g. 3 evaluation problems representing 4.69 per cent of the problems at this level.
h. 1 homework problem representing 1.56 per cent of the problems at this level.

13. 4 students teaching grades 7-8 listed:
a. 7 planning problems representing 46.67 per cent of the problems at this level.
b. 5 organization problems representing 33.33 per cent of the problems at this level.
c. 1 teaching technique problem representing 6.66 per cent of the problems at this level.
d. 1 subject matter and 1 evaluation problem each representing 6.66 per cent of the problems at this level.

14. 8 students teaching grade 8 listed:
a. 9 planning problems representing 45 per cent of the problems at this level.
b. 9 organization problems representing 45 per cent of the problems at this level.
c. 2 teaching technique problems representing 10 per cent of the problems at this level.

15. 2 students teaching grades 2-3 and 8 listed:
a. 1 planning problem common to both levels representing 16.67 per cent of the problems for these grades.
b. 1 teaching technique problem common to both levels representing 16.67 per cent of the problems for these grades.
c. 2 self problems common to both levels representing 33.33 per cent of the problems for these grades.
d. 2 role problems common to both levels representing 33.33 per cent of the problems for these grades.

16. 3 students teaching grades 3 and 6 listed:
a. 1 planning problem common to both levels representing 33.33 per cent of the problems for these grades.
b. 1 teaching technique problem and 1 self problem common to both levels each representing 33.33 per cent of the problems for these grades.

17. 1 student teaching grades X8 (accel. 3rd) and 6 listed:
    a. 2 planning problems common to both levels representing 28.57 per cent of the problems for these grades.
    b. 3 self problems common to both levels representing 42.86 per cent of the problems for these grades.
    c. 2 evaluation problems common to both levels representing 28.57 per cent of the problems for these grades.

18. 5 students teaching grades 4 and 6 listed:
    a. 2 planning problems common to both levels representing 50 per cent of the problems for these grades.
    b. 2 self problems common to both levels representing 50 per cent of the problems for these grades.

19. 3 students teaching grades 3-4 and 6 listed:
    a. 1 planning problem common to both levels representing 50 per cent of the problems for these grades.
    b. 1 self problem common to both levels representing 50 per cent of the problems for these grades.

20. 7 students teaching grades 4 and 7 listed:
    a. 4 planning problems common to both levels representing 30.77 per cent of the problems for these grades.
    b. 1 organization problem common to both levels representing 7.69 per cent of the problems for these grades.
    c. 1 teaching technique problem common to both levels representing 7.69 per cent of the problems for these grades.
    d. 4 self problems common to both levels representing 30.77 per cent of the problems for these grades.
    e. 3 role problems common to both levels representing 23.08 per cent of the problems for these grades.

21. 1 student teaching grades 4 and 7-8 listed 1 planning and 1 teaching technique problem common to both levels each representing 50 per cent of the problems for these grades.

22. 1 student teaching grades 4 and 8 listed 1 planning, 1 organization, and 1 role problem common to both levels each representing 33.33 per cent of the problems for these grades.

23. 6 students teaching grades 5 and 6 listed 1 planning problem common to both levels representing 100 per cent of the problems for these grades.

24. 7 students teaching grades 5 and 7 listed:
    a. 4 planning problems common to both levels representing 50 per cent of the problems for these grades.
    b. 2 organization and 2 teaching technique problems common to both levels each representing 25 per cent of the problems of these grades.

25. 1 student teaching grades 5-6 and 7 listed 1 planning problem and 1 teaching technique problem common to both levels each representing 50 per cent of the problems for these grades.

26. 2 students teaching grades 5 and 8 listed 1 planning problem common to both levels representing 100 per cent of the problems for these grades.

27. 2 students teaching grades 6 and 7 listed 2 organization problems representing 100 per cent of the problems for these grades.

28. 3 students teaching grades 6 and 8 listed:
    a. 1 planning problem common to both levels representing 25 per cent of the problems for these grades.
    b. 2 self problems common to both levels representing 50 per cent of the problems for these grades.
    c. 1 role problem common to both levels representing 25 per cent of the problems for these grades.

Fifty-four student teachers were interviewed during weeks 12 and 13, November 21 through November 30, 1960, and fifty-one student teachers during weeks 18 and 19, January 9 through January 16, 1961. Each student teacher was given one problem situation to solve and was then asked.

> What one thing do you think you do very well in your student teaching? What do you think is your strong point in either one or both subjects?
>
> What do you think your biggest problem is in student teaching at the present time or one that you are facing at this point in one or both subjects?

During the second interview the student teachers were also asked whether they felt their major problem would be a problem when they were assigned. All were asked the same questions, but quite often the writer needed to supplement or elaborate the question.

After classifying the problems submitted on three questionnaires, the taped interview problems were analysed and found to fit under the various categories previously determined: Planning, Classroom Organization and Management, Teaching Techniques, Subject Matter, Role of Teacher, Self,

evaluation, and Homework.

An analysis of the problems discussed by fifty-four student teachers during their first taped interview show: (see Table XXXV, following)

TABLE XXXV

ANALYSIS OF PROBLEMS DISCUSSED BY STUDENT TEACHERS DURING INTERVIEW 1 AND INTERVIEW 2 AND ON THE 2 INTERVIEWS

Problem Area	Interview 1		Interview 2		Interviews 1 and 2	
	No. of Probl.	% of Group	No of Probl.	% of Group	Total Probl.	% of Total
Planning	17	31.48	15	29.41	32	30.48
Class Organization and Management	24	44.45	14	27.45	38	36.20
Teaching Technique . . .	7	12.96	4	7.85	11	10.48
Self	3	5.56	9	17.65	12	11.42
Role of Teacher	2	3.70	2	3.92	4	3.81
Subject Matter	1	1.85	1	1.96	2	1.90
Evaluation	..	.....	2	3.92	2	1.90
Homework	..	.....	1	1.96	1	.95
No problems	..	.....	3	5.88	3	2.86
Total	54	100.00	51	100.00	105	100.00

1. 17 student teachers discussed planning as their major problem representing 31.48 per cent of the first taped interview problems.
2. Twenty-four student teachers discussed classroom organization and management as their major problem representing 44.45 per cent of the first taped interview problems.
3. 7 student teachers discussed teaching techniques as their major problem representing 12.96 per cent of the interview problems.

4. 3 student teachers discussed problems relating to the self as their major problem representing 5.56 per cent of the interview problems.
5. 2 student teachers found adjusting to the role of the teacher as their major problem representing 3.70 per cent of the interview problems.
6. 1 student teacher discussed subject matter as his major problem representing 1.85 per cent of the interview problems.

Fifty-one student teachers participated in the second interview and the data show:

1. 15 student teachers discussed planning as their major problem representing 29.41 per cent of the interview problems.
2. 14 student teachers discussed classroom organization and management as their major problem representing 27.45 per cent of the interview problems.
3. 4 student teachers discussed teaching techniques as their major problem representing 7.85 per cent of the interview problems.
4. 9 student teachers discussed problems relating to self as their major problem representing 17.65 per cent of the interview problems.
5. 2 student teachers discussed adjusting to the role of the teacher as their major problem representing 3.92 per cent of the interview problems.
6. 1 student teacher discussed subject matter and 1 discussed homework as their major problem each representing 1.96 per cent of the interview problems.
7. 2 student teachers discussed evaluation as their major problem representing 3.92 per cent of the interview problems.

When comparing the problems discussed during the two taped interviews the data indicate:

1. 32 student teachers discussed planning as their major problem representing 30.48 per cent of the interview problems.
2. 38 student teachers discussed classroom organization and management as their major problem representing 36.20 per cent of the interview problems.
3. 11 student teachers discussed teaching techniques as their major problem representing 10.48 per cent of the interview problems.
4. 12 student teachers discussed problems relating to self as their major problem representing 11.42 per cent of the interview problems.
5. 4 student teachers discussed adjusting to the role of the teacher as their major problem representing 3.81 per cent of the interview problems.

6. 2 student teachers discussed subject matter and 2 student teachers discussed evaluation as their major problems each representing 1.90 per cent of the interview problems.
7. One student teacher discussed homework as his major problem representing .95 per cent of the interview problems.
8. 3 student teachers said they had no major problems nor any real problems representing 2.86 per cent of the total interview problems.

The number of planning, classroom organization, and teaching technique problems decreased on the second interview, but problems relating to self tripled. Problems concerning adjustment to the role of the teacher and subject matter remained constant. Student teachers indicated evaluation and homework problems during the second interview, but these two areas were not discussed during the first interview. All student teachers discussed problems on the first interview, but during the second, three student teachers indicated they had no real problems.

Classroom management and organization problems ranked first and planning problems second. These two groups counted for more than 65 per cent of the interview problems.

Planning problems accounted for 30.48 per cent of the interview problems. General problems were discussed three times representing 9.375 per cent of the planning problems. Selection, organization, and presentation of the subject matter and providing for individual differences were each discussed twelve times representing 37.50 per cent of the planning problems. Working with two groups was discussed three times representing 9.375 per cent of the planning problems and 2 students discussed problems relating to timing and pacing activities representing 6.25 per cent of the planning problems.

Selection, organization, and presentation of subject matter was the major problem discussed during interview 1 and represented 47.06 per cent of the

planning problems discussed during interview 1. Selection and providing for individual differences were the major problems discussed on interview 2 and each represented 37.50 per cent of the planning problems on interview 2. (see Table XXXVI).

TABLE XXXVI

ANALYSIS OF PLANNING PROBLEMS DISCUSSED BY STUDENT TEACHERS DURING TWO INTERVIEWS

Planning	Interview 1		Interview 2		Interview 1&2	
	No.	% of Planning	No.	% of Planning	No.	% of Planning
General	1	5.88	2	13.33	3	9.375
Selection, Organization and Presentation	8	47.06	4	26.67	12	37.50
Working with Two Groups . .	2	11.77	1	6.67	3	9.375
Providing for Individual Differences	4	23.52	8	53.33	12	37.50
Timing and Pacing Activities	2	11.77	0	.....	2	6.25
Total	17	100.00	15	100.00	32	100.00

Classroom organization and management problems were in the majority on the two interviews. Discipline problems accounted for twenty-five of the thirty-eight problems in this area and twenty-one of these problems involved the entire class representing 55.26 per cent of the organization problems. Thirteen problems concerned management and organization problems representing 34.21 per cent of these problems. Class discipline was the major problem

discussed by the student teachers during their two interviews in this area (see Table XXXVII).

TABLE XXXVII

ANALYSIS OF CLASSROOM ORGANIZATION PROBLEMS DISCUSSED BY STUDENT TEACHERS DURING TWO INTERVIEWS

Class Organization	Interview I		Interview 2		Interview 1&2	
	No.	% of Group	No.	% of Group	No.	% of Group
Management	8	33.33	5	35.70	13	34.21
Discipline	13	54.17	8	57.15	21	55.26
Understanding Behavior of Individual Child	3	12.50	1	7.15	4	10.53
Total	24	100.00	14	100.00	38	100.00

Seventeen male students and thirty-seven female students discussed their problems during the first interview and fifteen male students and thirty-six female students during the second interview. The male and female students' problems show that (see Table XXXVIII):

1. 4 male students discussed planning problems representing 12.50 per cent of the planning problems.
   28 female students discussed planning problems representing 87.50 per cent of the planning problems.

2. 16 male students discussed classroom organization problems representing 42.10 per cent of these problems.
   22 female students discussed organization problems representing 57.90 per cent of these problems.

3. 3 male students discussed teaching technique problems representing 27.28 per cent of the teaching technique problems.
   8 female students discussed teaching technique problems representing 72.72 per cent of the teaching technique problems.

TABLE XXXVIII

ANALYSIS AND COMPARISON OF PROBLEMS DISCUSSED BY MALE AND FEMALE STUDENT TEACHERS DURING TWO INTERVIEWS

Problem Area	Male Students			Female Students			Total	
	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Area
Planning	4	12.50	12.50	28	38.35	87.50	32	100.00
Class Organization .	16	50.00	42.10	22	30.14	57.90	38	100.00
Teaching Technique .	3	9.37	27.28	8	10.96	72.72	11	100.00
Self	4	12.50	33.33	8	10.96	66.67	12	100.00
Role of Teacher . .	2	6.25	50.00	2	2.74	50.00	4	100.00
Subject Matter . . .	1	3.13	50.00	1	1.37	50.00	2	100.00
Evaluation	1	3.13	50.00	1	1.37	50.00	2	100.00
Homework	..	.....	.....	1	1.37	100.00	1	100.00
No problems	1	3.13	33.33	2	2.74	66.67	3	100.00
Total	32	100.01		73	100.00		105	

4. 4 male students discussed problems relating to the self representing 33.33 per cent of the self problems.
   8 female students discussed problems relating to the self representing 66.67 per cent of the self problems.

5. 2 male students discussed problems relating to the adjustment to the role of teaching representing 50 per cent of these problems.
   2 female students discussed problems related to the adjustment to the role of teaching representing 50 per cent of these problems.

6. 1 male and 1 female student discussed subject matter problems each representing 50 per cent of these problems.

7. 1 female student discussed evaluation as a problem representing 100 per cent of these problems.

8. 1 male and two female students indicated having no problems.

Thirty-two male students discussed the following problems during two interviews:

4 planning problems representing 12.50 per cent of the male problems.
16 classroom organization problems representing 50 per cent of the male problems.
3 teaching technique problems representing 9.37 per cent of the male problems.
4 self problems representing 12.50 per cent of the male problems.
2 role problems representing 6.25 per cent of the male problems.
1 subject matter and 1 evaluation problem each representing 3.13 per cent of the male problems.
1 student indicated no problems.

Seventy-three female students discussed the following problems during two interviews:

28 planning problems representing 38.35 per cent of the female problems.
22 classroom organization problems representing 30.14 per cent of the female problems.
8 teaching technique problems and 8 self problems each representing 10.96 per cent of the female problems.
2 role problems representing 2.74 per cent of the female problems.
1 subject matter, 1 evaluation, and 1 homework problem each representing 1.37 per cent of the female problems.
2 students indicated no problems.

The student teachers' ages ranged from 19 to 43 with the greatest number of students in the 22-24 age group and the least number in the 37-39 age group. Analyzing the data concerning the relationship between the ages of student teachers and their problems as revealed by the taped interviews show (see Table XXXIX following):

1. 32 students out of 105 experienced planning problems.
   a. 6 students, ages 19-21, discussed planning problems representing 18.75 per cent of the planning problems.
   b. 12 students, ages 22-24, discussed planning problems representing 37.50 per cent of the planning problems.
   c. 5 students, ages 25-27, discussed planning problems representing 15.62 per cent of the planning problems.
   d. 6 students, ages 31-33, discussed planning problems representing 18.75 per cent of the planning problems.

TABLE XXXIX

ANALYSIS OF PROBLEMS DISCUSSED BY STUDENT TEACHERS DURING TWO INTERVIEWS IN RELATION TO STUDENT TEACHERS' AGES

	Planning			Class Organization			Teaching Technique			Self			Role of Teacher			Subject Matter			Evaluation			Homework			No Problems			Total No. Prob.
	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	No.	% in Area	% in Group	
19-21	6	18.75	26.08	8	21.05	34.78	3	27.27	13.04	2	16.67	8.70	3	75.00	13.04	..	.....	.....	..	.....	.....	..	.....	.....	1	33.33	4.34	23
22-24	12	37.50	28.57	19	50.00	45.23	5	45.46	11.90	4	33.33	9.53	1	25.00	2.14	..	.....	.....	1	50.00	2.14	..	.....	.....	..	.....	.....	42
25-27	5	15.62	41.66	2	5.26	16.66	1	9.09	8.46	1	8.33	8.46	..	.....	.....	2	100.00	16.66	..	.....	.....	..	.....	.....	1	33.33	8.46	12
28-30	..	.....	.....	3	7.895	60.00	1	9.09	20.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	33.33	20.00	5
31-33	6	18.75	60.00	3	7.895	30.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	50.00	10.00	..	.....	.....	..	.....	.....	10
34-36	2	6.25	50.00	1	2.63	25.00	..	.....	.....	1	8.33	25.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	4
37-39	..	.....	.....	..	.....	.....	..	.....	.....	2	16.67	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2
40-42	1	3.13	25.00	..	.....	.....	..	.....	.....	2	16.67	50.00	..	.....	.....	..	.....	.....	..	.....	.....	1	100.00	25.00	..	.....	.....	4
43-45	..	.....	.....	2	5.26	66.67	1	9.09	33.33	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	3
Total	32	100.00		38	99.99		11	100.00		12	100.00		4	100.00		2	100.00		2	100.00		1	100.00		3	100.00		105[a]

[a] The cumulative percentages appearing in the "% in Group" columns equals 100% by age row.

e. 2 students, ages 34-36, discussed planning problems representing 6.25 per cent of the planning problems.
f. 1 student, ages 40-42 discussed a planning problem representing 3.13 per cent of the planning problems.

2. 38 students out of 105 discussed classroom organization problems.
   a. 8 students, ages 19-21, discussed classroom organization problems representing 21.05 per cent of the classroom organization problems.
   b. 19 students, ages 22-24, discussed classroom organization problems representing 50.00 per cent of the classroom organization problems.
   c. 2 students, ages 25-27, discussed 2 classroom organization problems representing 5.26 per cent of the classroom organization problems.
   d. 3 students, ages 28-30, discussed classroom organization problems representing 7.89 per cent of the classroom organization problems.
   e. 1 student, ages 34-36, discussed 1 classroom organization problem representing 2.63 per cent of the classroom organization problems.
   f. 2 students, ages 43-45, discussed 2 classroom organization problems representing 5.26 per cent of the classroom organization problems.

3. 11 students out of 105 discussed teaching technique problems.
   a. 3 students, ages 19-21, discussed teaching technique problems representing 27.27 per cent of the teaching technique problems.
   b. 5 students, ages 22-24, discussed teaching technique problems representing 45.46 per cent of the teaching technique problems.
   c. 1 student each, ages 25-27, 28-30, and 43-45, discussed teaching technique problems each representing 9.09 per cent of the teaching technique problems.

4. 12 students out of 105 discussed self problems.
   a. 2 students, ages 19-21, discussed self problems representing 16.67 per cent of the self problems.
   b. 4 students, ages 22-24, discussed self problems representing 33.33 per cent of the self problems.
   c. 1 student each, ages 25-27 and 34-36, discussed self problems, each representing 8.33 per cent of the self problems.
   d. 2 students, ages 37-39 and 40-42, discussed self problems each representing 16.67 per cent of the self problems.

5. 4 students out of 105 discussed role problems.
   a. 3 students, ages 19-21, discussed role problems representing 75 per cent of the role problems.
   b. 1 student, ages 22-24, discussed role problems representing 25 per cent of the role problems.

6. 2 students, ages 25-27, discussed subject matter problems out of 105 representing 100 per cent of the subject matter problems.

7. 2 students, ages 22-24 and 31-33, discussed evaluation problems each representing 50 per cent of the valuation problems.

8. 3 students, ages 19-21, 25-27, and 28-30, indicated no problems.

The problem areas most important for each age group were:

1. 12 students, ages 19-21, discussed:
   a. 6 planning problems representing 26.09 per cent of their problems.
   b. 8 classroom organization problems representing 34.79 per cent of their problems.
   c. 3 teaching technique problems representing 13.04 per cent of their problems.
   d. 2 self problems representing 8.70 per cent of their problems.
   e. 3 role problems representing 13.04 per cent of their problems.
   f. 1 no problem.

2. 21 students, ages 22-24, discussed:
   a. 12 planning problems representing 28.57 per cent of their problems.
   b. 19 classroom organization problems representing 45.23 per cent of their problems.
   c. 5 teaching technique problems representing 11.90 per cent of their problems.
   d. 4 self problems representing 9.53 per cent of their problems.
   e. 1 role problem and 1 evaluation problem each representing 2.14 per cent of their problems.

3. 6 students, ages 25-27, discussed:
   a. 5 planning problems representing 41.67 per cent of their problems.
   b. 2 classroom organization problems representing 16.67 per cent of their problems.
   c. 1 teaching technique problem and 1 self problem each representing 8.33 per cent of their problems.
   d. 2 subject matter problems representing 16.67 per cent of their problems.
   e. 1 no problem.

4. 3 students, ages 28-30, discussed:
   a. 3 classroom organization problems representing 60 per cent of their problems.
   b. 1 teaching technique problem representing 20 per cent of the problems.
   c. 1 no problem.

5. 5 students, ages 31-33, discussed:
   a. 6 planning problems representing 60 per cent of their problems.
   b. 3 classroom organization problems representing 30 per cent of their problems.
   c. 1 evaluation problem representing 10 per cent of their problems.

6. 2 students, ages 34-36, discussed:
   a. 2 planning problems representing 50 per cent of their problems.
   b. 1 self and 1 organization problem each representing 25 per cent of their problems.

7. 1 student, ages 37-39, discussed 2 self problems representing all their problems.

8. 2 students, ages 40-42, discussed:
   a. 1 planning problem representing 25 per cent of their problems.
   b. 2 self problems representing 50 per cent of their problems.
   c. 1 homework problem representing 25 per cent of their problems.

9. 2 students, ages 43-45, discussed:
   a. 2 classroom organization problems representing 66.67 per cent of their problems.
   b. 1 teaching technique problem representing 33.33 per cent of their problems.

The cumulative grade point averages up to September, 1950, ranged from 2.4 ("C") to 5.8 ("A-") with thirty-eight of the fifty-four students in the "C" group. The data indicating the problems discussed show that (see Table XL):

1. 32 students whose cumulative grade point averages ranged from 2.4 to 5.8 had planning problems.
   a. 3 students whose cumulative group point averages were 2.0-2.4 discussed planning problems representing 9.38 per cent of these problems.
   b. 7 students whose cumulative group point averages were 2.5-2.9 discussed planning problems representing 21.88 per cent of these problems.
   c. 6 students whose cumulative grade point averages were 3.0-3.4 discussed planning problems representing 18.75 per cent of these problems.
   d. 5 students whose cumulative grade point averages were 3.5-3.9 discussed planning problems representing 15.62 per cent of these problems.
   e. 1 student whose cumulative grade point averages were 4.0-4.4 discussed planning as a problem representing 3.12 per cent of these problems.

TABLE XL

ANALYSIS OF PROBLEMS DISCUSSED BY STUDENT TEACHERS DURING TWO INTERVIEWS IN RELATION TO STUDENT TEACHERS' CUMULATIVE GRADE POINT AVERAGES

	Planning			Class Organization			Teaching Technique			Self			Role of Teacher			Subject Matter			Homework			Evaluation			No Problem			Total
	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	
2.0-2.4	3	9.38	27.27	5	13.16	45.46	2	18.18	18.18	1	8.33	9.09	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	11
2.5-2.9	7	21.88	25.92	13	34.22	48.15	4	36.37	14.82	2	16.67	7.41	1	25.00	3.70	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	27
3.0-3.4	6	18.755	24.00	9	23.68	36.00	3	27.27	12.00	2	16.67	8.00	2	50.00	8.00	1	50.00	4.00	..	.....	.....	..	.....	.....	2	66.66	8.00	25
3.5-3.9	5	15.62	50.00	2	5.26	20.00	..	.....	.....	2	16.67	20.00	..	.....	.....	..	.....	.....	1	100.00	10.00	..	.....	.....	..	.....	.....	10
4.0-4.4	1	3.12	12.50	6	15.79	75.00	..	.....	.....	1	8.33	12.50	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	8
4.5-4.9	1	3.12	10.00	2	5.26	20.00	2	18.18	20.00	..	.....	.....	1	25.00	10.00	1	50.00	10.00	..	.....	.....	2	100.00	20.00	1	33.33	10.00	10
5.0-5.4	6	18.755	75.00	..	.....	.....	..	.....	.....	2	16.67	25.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	8
5.5-5.9	3	9.37	50.00	1	2.63	16.67	..	.....	.....	2	16.67	33.33	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	6
Total	32	100.00		38	100.00		11	100.00		12	100.00		4	100.00		2	100.00		1	100.00		2	100.00		3	99.99		105 [a]

[a] The cumulative percentages appearing in the "% in Group" columns equal 100% by age row.

f. 1 student whose cumulative grade point average was 4.5-4.9 discussed planning as a problem representing 3.12 per cent of these problems.
g. 6 students whose cumulative grade point averages of the planning problems representing 18.755 per cent of the planning problems.
h. 3 students whose cumulative grade point averages were 5.5-5.9 discussed planning problems representing 9.37 per cent of the planning problems.

2. 38 students discussed classroom organization problems; students whose cumulative grade point averages were 5.0-5.4 discussed no classroom organization problems.
   a. 5 students whose cumulative grade point averages were 2.0-2.4 discussed classroom organization problems representing 13.16 per cent of the classroom organization problems.
   b. 13 students whose cumulative group point averages were 2.5-2.9 discussed classroom organization problems representing 34.22 per cent of the classroom organization problems.
   c. 9 students whose cumulative group point averages were 2.0-3.4 discussed classroom organization problems representing 23.68 per cent of the classroom organization problems.
   d. 2 students whose cumulative group point averages were 3.5-3.9 discussed classroom organization problems representing 5.26 per cent of these problems.
   e. 6 students whose cumulative group point averages were 4.0-4.4 discussed classroom organization problems representing 15.79 per cent of the classroom organization problems.
   f. 2 students whose cumulative point group averages were 4.5-4.9 discussed classroom organization problems representing 5.26 per cent of the classroom organization problems.
   g. 1 student whose cumulative grade point averages was 5.5-5.9 discussed 1 classroom organization problem representing 2.63 per cent of the class organization problems.

3. 11 students whose cumulative group point averages were 2.0-2.4, 2.5-2.9, 3.0-3.4, 4.5-4.9, discussed teaching technique problems.
   a. 2 students whose cumulative group point averages were 2.0-2.4 discussed teaching technique problems representing 18.18 per cent of the teaching technique problems.
   b. 4 students whose cumulative grade point averages were 2.5-2.9 discussed teaching technique problems representing 36.37 per cent of the teaching technique problems.
   c. 3 students whose cumulative grade point averages were 3.0-3.4 discussed teaching technique problems representing 27.27 per cent of the teacher technique problems.
   d. 2 students whose cumulative grade point averages were 4.5-4.9 discussed teacher technique problems representing 18.18 per cent of the teacher technique problems.

4. 12 students whose cumulative grade point averages were 2.0-2.4, 2.5-2.9, 3.0-3.4, 3.5-3.9, 4.0-4.4, 5.0-5.4, and 5.5-5.9 discussed self problems.
   a. 1 student whose cumulative grade point average was 2.0-2.4 discussed 1 self problem representing 8.33 per cent of the self problems.
   b. 2 students whose cumulative grade point averages were 2.5-2.9 discussed self problems representing 16.67 per cent of the self problems.
   c. 2 students whose cumulative grade point averages were 3.0-3-4 discussed self problems representing 16.67 per cent of the self problems.
   d. 2 students whose cumulative grade point averages were 3.5-3.9 discussed self problems representing 16.67 per cent of the self problems.
   e. 1 student whose cumulative grade point average was 4.0-4.4 discussed a self problem representing 8.33 per cent of the self problems.
   f. 2 students whose cumulative grade point averages 5.0-5.4 discussed self problems representing 16.67 per cent of the self problems.
   g. 2 students whose cumulative grade point averages were 5.5-5.9 discussed self problems representing 16.67 per cent of the self problems.
5. 4 students whose cumulative grade point averages were 2.5-2.9, and 4.5-4.9 discussed role problems.
   a. 1 student whose cumulative grade point score was 2.5-2.9 discussed a role problem representing 25 per cent of these problems.
   b. 2 students whose cumulative grade point averages were 3.0-3.4 discussed role problems representing 50 per cent of these problems.
   c. 1 student whose cumulative grade point average was 4.5-4.9 discussed a role problem representing 25 per cent of these problems.

6. 2 students whose cumulative grade point averages were 3.0-3.4 and 4.5-4.9 each discussed a subject matter problem each representing 50 per cent of these problems.

7. 1 student whose cumulative grade point average was 3.5-3.9 discussed a homework problem representing 100 per cent of these problems.

8. 2 students whose cumulative group point averages were 4.5-4.9 discussed evaluation problems representing 100 per cent of these problems.

9. 3 students had no problems: their grade point averages were 3.0-3.4--2 students; and 4.5-4.9--1 student.

The problems discussed by students within each grouping indicate:

1. 6 students whose cumulative grade point averages were 2.0-2.4 discussed:
   a. 3 planning problems representing 27.27 per cent of their problems.
   b. 5 classroom organization problems representing 45.46 per cent of their problems.
   c. 2 teaching technique problems representing 18.18 per cent of their problems.
   d. 1 self problem representing 9.09 per cent of their problems.

2. 14 students whose cumulative grade point averages were 2.5-2.9 discussed:
   a. 7 planning problems representing 25.92 per cent of their problems.
   b. 13 classroom organization problems representing 48.15 per cent of their problems.
   c. 4 teaching problems representing 14.82 per cent of their problems.
   d. 2 self problems representing 7.41 per cent of their problems.
   e. 1 role problem representing 3.70 per cent of their problems.

3. 13 students whose cumulative grade point averages were 3.0-3.4 discussed:
   a. 6 planning problems representing 24 per cent of their problems.
   b. 9 classroom organization problems representing 36 per cent of their problems.
   c. 3 teaching technique problems representing 12 per cent of their problems.
   d. 2 self problems representing 8 per cent of their problems.
   e. 2 role problems representing 8 per cent of their problems.
   f. 1 subject matter problem representing 4 per cent of their problems.
   g. 2 no problems.

4. 5 students whose cumulative point averages were 3.5-3.9 discussed:
   a. 5 planning problems representing 50 per cent of their problems.
   b. 2 classroom organization problems representing 20 per cent of their problems.
   c. 2 self problems representing 20 per cent of their problems.
   d. 1 homework problem representing 10 per cent of their problems.

5. 4 students whose cumulative grade point averages were 4.0-4.4 discussed:
   a. 1 planning problem representing 12.50 per cent of their problems.
   b. 6 classroom organization problems representing 75 per cent of their problems.
   c. 1 self problem representing 12.50 per cent of their problems.

6. 5 students whose cumulative grade point averages were 4.5-4.9 discussed:
   a. 1 planning problem representing 10 per cent of their problems.
   b. 2 classroom organization problems representing 20 per cent of their problems.
   c. teaching technique problems representing 20 per cent of their problems.
   d. 1 role and 1 subject matter problem each representing 10 per cent of their problems.
   e. 2 evaluation problems representing 20 per cent of their problems.
   f. 1 no problem.

7. 4 students whose cumulative grade point averages were 5.0-5.4 discussed:
   a. 6 planning problems representing 75 per cent of their problems.
   b. 2 self problems representing 25 per cent of their problems.

8. 3 students whose cumulative grade point averages were 5.5-5.9 discussed:
   a. 3 planning problems representing 50 per cent of their problems.
   b. 1 classroom organization problem representing 16.67 per cent of their problems.
   c. 2 self problems representing 33.33 per cent of their problems.

Thirty-two student teachers had attended only Chicago Teachers College and thirty-two were transfer students. Homework was the only problem limited to the transfer students; all other problems were discussed by regular four-year and transfer students (see Table XLI):

1. Planning problems were discussed by both groups.
   a. 13 4-year Chicago Teachers College students discussed planning which represented 40.62 per cent of the planning problems.
   b. 19 transfer students discussed planning representing 59.38 per cent of the planning problems.
2. Classroom organization problems were discussed by both groups.
   a. 16 4-year Chicago Teachers College students discussed classroom organization problems representing 42.10 per cent of the classroom organization problems.
   b. 22 transfer students discussed classroom organization problems representing 57.90 per cent of the classroom organization problems.

3. Teaching technique problems were discussed by both groups.
   a. 4 4-year Chicago Teachers College students discussed teaching technique problems representing 36.36 per cent of the teaching technique problems.

TABLE XLI

ANALYSIS OF PROBLEMS DISCUSSED ON TWO INTERVIEWS BY STUDENT TEACHERS IN RELATION TO FOUR-YEAR AND TRANSFER STUDENTS

Problem Area	4-Year Chicago Teachers College Students			Transfer Students			Total	
	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Area
Planning	13	30.23	40.62	19	30.65	59.38	32	100.00
Classroom Organization .	16	37.21	42.10	22	35.49	57.90	38	100.00
Teaching Technique . .	4	9.30	36.36	7	11.29	63.64	11	100.00
Role of Teacher.	3	6.98	75.00	1	1.61	25.00	4	100.00
Self	3	6.98	25.00	9	14.52	75.00	12	100.00
Subject Matter .	1	2.32	50.00	1	1.61	50.00	2	100.00
Evaluation . . .	1	2.32	50.00	1	1.61	50.00	2	100.00
Homework	..	.....	.....	1	1.61	100.00	1	100.00
No Problems . .	2	4.66	66.67	1	1.61	33.33	3	100.00
Total	43	100.00		62	100.00		105	

b. 7 transfer students discussed teaching technique problems representing 63.64 per cent of the teaching technique problems.

4. Adjusting to the role of the teacher was a problem to both groups.
   a. 3 4-year Chicago Teachers College students discussed role problems representing 75 per cent of the role problems.
   b. 1 transfer student discussed a role problem representing 25 per cent of the role problems.

5. Problems relating to the self were discussed by both groups.
   a. 3 4-year Chicago Teachers College students discussed self problems representing 25 per cent of the self problems.
   b. 9 transfer students discussed self problems representing 75 per cent of the self problems.

6. One 4-year Chicago Teachers College student and 1 transfer student each listed 1 subject matter problem each representing 50 per cent of these problems.

7. One 4-year Chicago Teachers College student and 1 transfer student listed 1 evaluation problem each representing 50 per cent of the evaluation problems.

8. One transfer student listed 1 homework problem representing 100 per cent of these problems.

9. Three students indicated no problems: 2 4-year Chicago Teachers College students and 1 transfer student.

The problems discussed by each group show:

1. 22 4-year Chicago Teachers College students discussed:
   a. 13 planning problems representing 30.23 per cent of their problems.
   b. 16 classroom organization problems representing 37.21 per cent of their problems.
   c. 4 teaching technique problems representing 9.30 per cent of their problems.
   d. 3 role problems representing 6.98 per cent of their problems.
   e. 3 self problems representing 6.98 per cent of their problems.
   f. 1 subject matter problem and 1 evaluation problem each representing 2.32 per cent of their problems.
   g. 2 no problems representing 4.66 per cent of their problems.

2. 32 transfer students discussed:
   a. 19 planning problems representing 30.65 per cent of their problems.
   b. 22 classroom organization problems representing 35.49 per cent of their problems.
   c. 7 teaching technique problems representing 11.29 per cent of their problems.
   d. 1 role problem representing 1.61 per cent of their problems.
   e. 9 self problems representing 14.52 per cent of their problems.
   f. 1 subject matter, 1 evaluation, 1 homework problem each representing 1.61 per cent of their problems.
   g. 1 no problem representing 1.61 per cent of their problems.

Of the fifty-four student teachers who participated in the study, twenty-

five had work experience and experience with young children; nineteen had only work experience; and seven had only experience working with children. An examination of the data showing the experiential background of the student teachers in relation to their discussion of the problems reveals that (see Table XLII):

1. All groups except those having no work or child experience discussed planning problems.
   a. 15 student teachers having work and child experience discussed planning problems representing 46.87 per cent of the planning problems.
   b. 12 student teachers having work experience only discussed planning problems representing 37.50 per cent of the planning problems.
   c. 5 students having only child experience discussed planning problems representing 15.62 per cent of the planning problems.

2. All groups experienced classroom organization problems.
   a. 16 students having both kinds of experience discussed classroom organization problems representing 42.10 per cent of the classroom organization problems.
   b. 14 students having only work experience discussed classroom organization problems representing 36.84 per cent of the classroom organization problems.
   c. 4 students having only child experience discussed classroom organization problems representing 10.53 per cent of the classroom organization problems.
   d. 4 students having neither kind of experience discussed classroom organization problems representing 10.53 per cent of the classroom organization problems.

3. All groups experienced teaching technique problems.
   a. 5 students having both kinds of experience discussed teaching technique problems representing 45.45 per cent of these problems.
   b. 4 students having only work experience discussed teaching technique problems representing 36.36 per cent of the teaching technique problems.
   c. 1 student having only child experience discussed a teaching technique problem representing 9.10 per cent of the teaching technique problems.
   d. 1 student having neither kind of experience discussed a teaching technique problem representing 9.10 per cent of the teaching technique problems.

TABLE XLII

ANALYSIS OF PROBLEMS DISCUSSED ON TWO INTERVIEWS BY STUDENT TEACHERS IN RELATION TO EXPERIENTIAL BACKGROUND

Problem Area	Work Experience and Experience with Children			Work Experience Only			Experience with Children Only			Neither			Total	
	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Area
Planning	15	30.61	46.87	12	33.33	37.50	5	35.72	15.62	..	.....	.....	32	100.00
Classroom Organization . .	16	32.66	42.10	14	38.89	36.84	4	28.57	10.53	4	66.67	10.53	38	100.00
Teaching Technique	5	10.20	45.45	4	11.11	36.36	1	7.14	9.10	1	16.67	9.10	11	100.00
Self	9	18.37	75.00	2	5.55	16.67	..	.....	.....	1	16.67	8.33	12	100.00
Role of Teacher .	..	.....	.....	1	2.78	25.00	3	21.43	75.00	..	.....	.....	4	100.00
Subject Matter . .	2	4.08	100.00	..	.....	.....	..	.....	.....	..	.....	.....	2	100.00
Evaluation	1	2.04	50.00	1	2.78	50.00	..	.....	.....	..	.....	.....	2	100.00
Homework	..	.....	.....	1	2.78	100.00	..	.....	.....	..	.....	.....	1	100.00
No Problems . . .	1	2.04	33.33	1	2.78	33.33	1	7.14	33.33	..	.....	.....	3	99.99
Total	49	100.00		36	100.00		14	100.00		6	100.01		14	

4. All groups except those who had only experience with children discussed problems relating to the self.
   a. 9 students having both kinds of experience discussed self problems representing 75.00 per cent of the self problems.
   b. 2 students having only work experience discussed self problems representing 16.67 per cent of the self problems.
   c. 1 student having neither kind of experience discussed 1 self problem representing 8.33 per cent of the self problems.

5. Adjustment to the role of the teacher problems were limited to students having only work or only child experience.
   a. 1 student having only work experience discussed role problems representing 25 per cent of the role problems.
   b. 3 students having only experience with children discussed role problems representing 75 per cent of the role problems.

6. 2 students discussed subject matter problems representing 100 per cent of the subject matter problems; these 2 were students having both kinds of experience.

7. 2 students having work experience and experience with children and only work experience each listed 1 evaluation problem representing 50 per cent of the problems.

8. 1 student having only work experience discussed 1 homework problem representing 100 per cent of the homework problems.

9. 3 students having both kinds of experience or one kind discussed no problems each representing 33.33 per cent of these problems.

The categories of problems discussed by each group indicate:

1. 25 students having both kinds of experience discussed:
   a. 15 planning problems representing 30.61 per cent of their problems.
   b. 16 classroom organization problems representing 32.66 per cent of their problems.
   c. 5 teaching techniques problems representing 10.20 per cent of their problems.
   d. 9 self problems representing 18.37 per cent of their problems.
   e. 2 subject matter problems representing 4.08 per cent of their problems.
   f. 1 evaluation problem representing 2.04 per cent of their problems.
   g. 1 no problem.

2. 19 students having only work experience discussed:
   a. 12 planning problems representing 33.33 per cent of their problems.

b. 14 classroom organization problems representing 38.89 per cent of their problems.
c. 4 teaching technique problems representing 11.11 per cent of their problems.
d. 1 role problem representing 2.78 per cent of their problems.
e. 1 evaluation, 1 homework, 1 no problem each representing 2.78 per cent of their problems.

3. 7 students having only experience with children discussed:
a. 5 planning problems representing 35.72 per cent of their problems.
b. 4 classroom organization problems representing 28.57 per cent of their problems.
c. 1 teaching technique problem representing 7.14 per cent of their problems.
d. 2 role problems representing 21.43 per cent of their problems.
e. 1 no problem.

4. 3 students having neither kind of experience discussed:
a. 4 classroom organization problems representing 66.67 per cent of their problems.
b. 1 teaching technique and 1 self problem each representing 16.67 per cent of their problems.

Student teachers teach two subject areas during their semester and analysis of the problems discussed by them point out that (see Table XLIII):

1. 32 out of 105 students experienced planning problems.
a. 8 students teaching arithmetic discussed planning problems representing 25 per cent of the planning problems.
b. 2 students teaching LA discussed planning problems representing 6.25 per cent of the planning problems.
c. 1 student teaching physical education discussed a planning problem representing 3.125 per cent of the planning problems.
d. 6 students teaching science discussed planning problems representing 18.75 per cent of the planning problems.
e. 5 students teaching social studies discussed planning problems representing 15.62 per cent of the planning problems.
f. 1 student teaching arithmetic and social studies discussed a planning problem common to both areas representing 3.125 per cent of the planning problems.
g. 2 students teaching arithmetic and language arts discussed planning problems common to both areas representing 6.25 per cent of the planning problems.
h. 1 student teaching music and science discussed a planning problem common to both areas representing 3.125 per cent of the planning problems.

TABLE XLIII

ANALYSIS OF PROBLEMS DISCUSSED DURING TWO INTERVIEWS BY STUDENT TEACHERS IN RELATION TO SUBJECTS TAUGHT

Subjects Taught	Planning			Classroom Organization			Teaching Technique			Self			Role of Teacher			Subject Matter			Evaluation			Homework			No Problem			Total	
	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Group	% of Area	No.	% of Area
Arithmetic	8	25.00	33.33	12	31.58	50.00	2	18.18	8.33	2	16.67	8.33	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	24	100.00
Art	..	.....	.....	2	5.26	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2	100.00
Home Mechanics	..	.....	.....	1	2.63	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	100.00
Language Arts	2	6.25	40.00	..	.....	.....	1	9.09	20.00	..	.....	.....	1	25.00	20.00	..	.....	.....	1	50.00	20.00	..	.....	.....	..	.....	.....	5	100.00
Library	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....
Music	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....
Physical Education	1	3.125	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	100.00
Spelling	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....
Science	6	18.75	37.50	7	18.42	43.75	..	.....	.....	2	16.67	12.50	..	.....	.....	1	50.00	6.25	..	.....	.....	..	.....	.....	..	.....	.....	16	100.00
Social Studies	5	15.62	22.725	10	26.32	45.45	5	45.46	22.725	1	8.33	4.55	1	25.00	4.55	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	22	100.00
Arithmetic and Social Studies	1	3.125	20.00	1	2.63	20.00	..	.....	.....	2	16.67	40.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	33.33	20.00	5	100.00
Arithmetic and Science	..	.....	.....	..	.....	.....	..	.....	.....	2	16.67	40.00	1	25.00	20.00	1	50.00	20.00	..	.....	.....	..	.....	.....	1	33.33	20.00	5	100.00
Arithmetic and Language Arts	2	6.25	50.00	2	5.26	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	4	100.00
Arithmetic and Spelling	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....
Music and Science	1	3.125	50.00	1	2.63	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2	100.00
Science and Home Mechanics	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....
Science and Language Arts	1	3.125	33.33	..	.....	.....	..	.....	.....	1	8.33	33.33	..	.....	.....	..	.....	.....	..	.....	.....	1	100.00	33.33	..	.....	.....	3	99.99
Science and Social Studies	4	12.50	36.37	2	5.26	18.18	3	27.27	27.27	1	8.33	9.09	..	.....	.....	..	.....	.....	1	50.00	9.09	..	.....	.....	..	.....	.....	3	100.00
Social Studies and Language Arts	1	3.125	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	100.00
Art and Arithmetic	..	.....	.....	..	.....	.....	..	.....	.....	1	8.33	50.00	1	25.00	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2	100.00
Art and Science	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	33.33	100.00	1	100.00
Total	32	100.00		38	100.00		11	100.00		12	100.00		4	100.00		2	100.00		2	100.00		1	100.00		3	99.99		105	

i. 1 student teaching science and language arts discussed 1 planning problem common to both areas representing 3.125 per cent of the planning problems.
j. 4 students teaching science and social studies discussed planning problems common to both areas representing 12.50 per cent of the planning problems.
k. 1 student teaching social studies and language arts discussed a planning problem common to both areas representing 3.125 per cent of the planning problems.

2. 38 students discussed classroom organization problems.
   a. 12 students teaching arithmetic discussed classroom organization problems representing 31.58 per cent of the classroom organization problems.
   b. 2 students teaching art discussed classroom organization problems representing 5.26 per cent of the problems.
   c. 1 student teaching home mechanics discussed 1 classroom organization problem representing 2.63 per cent of the classroom organization problems.
   d. 7 students teaching science discussed classroom organization problems representing 18.42 per cent of the classroom organization problems.
   e. 10 students teaching social studies discussed classroom organization problems representing 26.32 per cent of the classroom organization problems.
   f. 1 student teaching arithmetic and social studies discussed classroom organization problems representing 2.63 per cent of the classroom organization problems common to both areas.
   g. 2 students teaching arithmetic and language arts discussed classroom organization problems common to both areas representing 5.26 per cent of the classroom organization problems.
   h. 1 student teaching music and science discussed a classroom organization problem common to both areas representing 2.63 per cent of the classroom organization problems.
   i. 2 students teaching science and social studies discussed a classroom organization problem common to both areas representing 5.26 per cent of the classroom organization problems.

3. 11 students discussed teaching technique problems.
   a. 2 students teaching arithmetic discussed teaching technique problems representing 18.18 per cent of the teaching technique problems.
   b. 1 student teaching language arts discussed teaching technique problems 9.09 per cent of the technical teaching problems.
   c. 5 students teaching social studies discussed teaching technique problems representing 45.46 per cent of the teaching technique problems.

d. 3 students teaching science and social studies discussed teaching technique problems common to both areas representing 27.27 per cent of the teaching technique problems.

4. 12 students discussed problems relating to the self.
   a. 2 students teaching arithmetic discussed self problems representing 16.67 per cent of the self problems.
   b. 2 students teaching science discussed self problems representing 16.67 per cent of the self problems.
   c. 1 student teaching social studies discussed a self problem representing 8.33 per cent of the self problems.
   d. 2 students teaching arithmetic and social studies and arithmetic and science each common to both areas, each representing 16.67 per cent of the self problems.
   e. 1 student teaching science and language arts discussed a self problem evident in both areas representing 8.33 per cent of the self problems.
   f. 1 student teaching science and social studies discussed a self problem evident in both areas representing 8.33 per cent of the self problems.
   g. 1 student teaching art and arithmetic discussed a self problem evident in both areas representing 8.33 per cent of the self problems.

5. 4 students discussed adjusting to the role of the teacher as a problem.
   a. 1 student teaching language arts discussed a role problem representing 25 per cent of the problems.
   b. 1 student teaching social studies discussed a role problem representing 25 per cent of the problems.
   c. 1 student teaching arithmetic and science discussed a role problem evident in both areas representing 25 per cent of role problems.
   d. 1 student teaching art and arithmetic discussed a role problem evident in both areas representing 25 per cent of role problems.

6. 2 students teaching science and arithmetic and language arts discussed subject matter problems each representing 50 per cent of the subject matter problems.

7. 1 student teaching language arts and 1 student teaching science and social studies each listed an evaluation problem each representing 50 per cent of the evaluation problems.

8. 1 student teaching science and language arts discussed a homework problem common to both areas and representing 100 per cent of the homework problems.

9. 3 students had no problems: 1 teaching arithmetic and social studies, 1 teaching arithmetic and science, and 1 teaching art and science.

The data abstracted from the taped interviews concerning the specific problem areas in relation to subject areas point out that:

1. 24 students teaching arithmetic discussed:
   a. 8 planning problems representing 33.33 per cent of the arithmetic problems.
   b. 12 classroom organization problems representing 50 per cent of the arithmetic problems.
   c. 2 teaching technique problems representing 8.33 per cent of the arithmetic problems.
   d. 2 self problems representing 8.33 per cent of the arithmetic problems.

2. 2 students teaching art discussed classroom organization problems representing 100 per cent of the art problems.

3. 1 student teaching home mechanics discussed 1 classroom organization problem representing 100 per cent of the home mechanics problems.

4. 5 students teaching language arts discussed:
   a. 2 planning problems representing 40 per cent of the language arts problems.
   b. 1 teaching technique problem representing 20 per cent of the language arts problems.
   c. 1 role problem representing 20 per cent of the language arts problems.
   d. 1 evaluation problem representing 20 per cent of the language arts problems.

5. 1 student teaching physical education discussed a planning problem representing 100 per cent of the physical education problems.

6. 16 students teaching science discussed:
   a. 6 planning problems representing 37.50 per cent of the science problems.
   b. 7 classroom organization problems representing 43.75 per cent of the science problems.
   c. 2 self problems representing 12.50 per cent of the science problems.
   d. 1 subject matter problem representing 6.25 per cent of the science problems.

7. 22 students teaching social studies discussed:

a. 5 planning problems representing 22.725 per cent of the social studies problems.
b. 10 classroom organization problems representing 45.45 per cent of the social studies problems.
c. 5 teaching technique problems representing 22.725 per cent of the social studies problems.
d. 1 self problem and 1 role problem each representing 4.55 per cent of the social studies problems.

8. 5 students teaching arithmetic and social studies discussed:
   a. 1 planning problem representing 20 per cent of the problems related to arithmetic and social studies.
   b. 1 classroom organization problem representing 20 per cent of the problems related to arithmetic and social studies.
   c. 2 self problems representing 40 per cent of the problems related to arithmetic and social studies.
   d. 1 no problem.

9. 5 students teaching arithmetic and science discussed:
   a. 2 self problems representing 40 per cent of the problems related to arithmetic and science.
   b. 1 role problem and 1 subject matter problem each representing 20 per cent of the problems related to arithmetic and science.
   c. 1 no problem.

10. 4 students teaching arithmetic and language arts discussed:
   a. 2 planning problems representing 50 per cent of the problems related to arithmetic and language arts.
   b. 2 classroom organization problems representing 50 per cent of the problems related to arithmetic and language arts.

11. 2 students teaching music and science discussed:
   a. 1 planning problem related to both areas representing 50 per cent of the problems.
   b. 1 classroom organization problem representing 50 per cent of the problems related to music and science.

12. 3 students teaching science and language arts discussed:
   a. 1. planning problem representing 33.33 per cent of the problems related to science and language arts.
   b. 1 self problem representing 33.33 per cent of the problems related to science and language arts.
   c. 1 homework problem representing 33.33 per cent of the problems related to science and language arts.

13. 11 students teaching science and social studies discussed:
   a. 4 planning problems representing 36.37 per cent of the problems related to science and social studies.
   b. 2 classroom organization problems representing 18.18 per cent of the problems related to science and social studies.

c. 3 teaching technique problems representing 27.27 per cent of the problems related to science and social studies.
d. 1 self problem and 1 evaluation problem each representing 9.09 per cent of the problem related to science and social studies.

14. 1 student teaching social studies and language arts discussed a planning problem representing 100 per cent of the problems related to these subjects.

15. 2 students teaching art and arithmetic discussed:
a. 1 self problem representing 50 per cent of the problems related to art and arithmetic.
b. 1 role problem representing 50 per cent of the problems related to art and arithmetic.

16. 1 student teaching art and science had no problems.

Student teachers have experience on two grade levels in two subject areas. A few specialized areas allow the student teacher to work below the third grade level such as students working in the school library. Other student teachers work in grades three through eight and in combinations of 2A/3B through 8. The student teachers discussed their problems in different grade levels and the interview data show (see Table XLIV):

1. 32 students experienced planning problems in grades 2A through 8A.
a. 3 students teaching in grades 2A-3B discussed planning problems representing 9.38 per cent of the planning problems.
b. 1 student teaching grade 3 discussed a planning problem representing 3.12 per cent of the planning problems.
c. 4 students teaching grade 4 discussed planning problems representing 12.51 per cent of the planning problems.
d. 3 students teaching grade 5 discussed planning problems representing 9.38 per cent of the planning problems.
e. 3 students teaching grade 6 discussed planning problems representing 9.38 per cent of the planning problems.
f. 1 student teaching grades 6A/7B discussed a planning problem representing 3.12 per cent of the planning problems.
g. 6 students teaching grade 7 discussed planning problems representing 18.75 per cent of the planning problems.
h. 1 student teaching grades 7A/8B discussed a planning problem representing 3.12 per cent of the planning problems.
i. 1 student teaching grade 8 discussed a planning problem representing 3.12 per cent of the planning problems.

TABLE XLIV

ANALYSIS OF PROBLEMS DISCUSSED DURING TWO INTERVIEWS BY STUDENT TEACHERS IN RELATION TO GRADES TAUGHT

	Planning			Classroom Organization			Teaching Techniques			Self			Role of Teacher			Subject Matter			Evaluation			Homework			No Problem			Total
	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	No.	% of Area	% of Group	
2 - 3	3	9.38	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	3
3	1	3.12	16.67	5	13.16	83.33	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	6
3 - 4	..	.....	.....	2	5.26	40.00	1	9.09	20.00	2	16.67	40.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	5
4	4	12.51	66.67	1	2.63	16.665	..	.....	.....	..	.....	.....	..	.....	.....	1	50.00	16.665	..	.....	.....	..	.....	.....	..	.....	.....	6
4 - 5	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	0
5	3	9.38	75.00	1	2.63	25.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	4
5 - 6	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	0
6	3	9.38	21.43	8	21.05	57.14	3	27.27	21.43	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	14
6 - 7	1	3.12	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1
7	6	18.75	30.00	8	21.05	40.00	3	27.27	15.00	..	.....	.....	2	50.00	10.00	..	.....	.....	1	50.00	5.00	..	.....	.....	..	.....	.....	20
7 - 8	1	3.12	25.00	3	7.90	75.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	4
8	1	3.12	25.00	3	7.90	75.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	4
HM(7-8) Phys. Ed.	1	3.12	50.00	1	2.63	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2
2-3 & 8	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	25.00	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1
3 & 6	2	6.25	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2
3 & 7	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	0
3 & 6	..	.....	.....	1	2.63	50.00	..	.....	.....	1	8.33	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2
4 & 6	2	6.25	50.00	..	.....	.....	..	.....	.....	2	16.67	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	4
4 & 7	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	50.00	50.00	..	.....	.....	..	.....	.....	1	50.00	33.33	2
4& 7-8	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	0
5 & 7	..	.....	.....	..	.....	.....	1	9.09	25.00	2	16.67	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	.1	25.00	33.33	4
5-6 & 7	..	.....	.....	2	5.26	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2
5 & 8	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	0
6 & 7	1	3.12	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	.1	100.00	50.00	..	.....	.....	2
6 & 8	..	.....	.....	..	.....	.....	..	.....	.....	1	8.33	50.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	100.00	50.00	2
3 & HM	..	.....	.....	..	.....	.....	..	.....	.....	1	8.33	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1
4 & 8	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1	50.00	100.00	..	.....	.....	..	.....	.....	1
3-4 & 6	..	.....	.....	..	.....	.....	..	.....	.....	1	8.33	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1
5 & 6	..	.....	.....	3	7.90	37.50	3	27.27	37.50	1	8.33	12.50	1	25.00	12.50	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	8
3 & 8	.2	6.25	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	2
4-5 & 6	..	.....	.....	..	.....	.....	..	.....	.....	1	8.33	100.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	1
4 & 5	1	3.12	100.00	..	.....	.....	..	.....																				1
	100.00			2 100.00																								105

j. 1 student teaching physical education in upper grades discussed a planning problem representing 3.12 per cent of the planning problems.
k. 2 students teaching grades 3 and 6 discussed planning problems evident in both grades representing 6.25 per cent of the planning problems.
l. 2 students teaching grades 4 and 6 discussed planning problems evident in both grades representing 6.25 per cent of the planning problems.
m. 1 student teaching grades 6 and 7 discussed a planning problem evident in both grades representing 3.12 per cent of the planning problems.
n. 2 students teaching grades 3 and 8 discussed planning problems evident in both grades representing 6.25 per cent of the planning problems.
o. 1 student teaching grades 4 and 5 discussed planning problems evident in both grades representing 3.12 per cent of the planning problems.

2. 38 students experienced classroom organization problems in grades 3 through 8.
   a. 5 students teaching grade 3 discussed classroom organization problems representing 13.16 per cent of the classroom organization problems.
   b. 2 students teaching grades 3A/4B discussed classroom organization problems representing 5.26 per cent of the classroom organization problems.
   c. 1 student teaching grade 4 discussed a classroom organization problem representing 2.63 per cent of the classroom organization problems.
   d. 1 student teaching grade 5 discussed a classroom organization problem representing 2.63 per cent of the classroom organization problems.
   e. 8 students teaching grade 6 discussed classroom organization problems representing 21.05 per cent of the classroom organization problems.
   f. 8 students teaching grade 7 discussed classroom organization problems representing 21.05 per cent of the classroom organization problems.
   g. 3 students teaching grades 7A/8B discussed classroom organization problems representing 7.90 per cent of the classroom organization problems.
   h. 3 students teaching grade 8 discussed classroom organization problems representing 7.90 per cent of the classroom organization problems.
   i. 1 student teaching Home Mechanics discussed a classroom organization problem representing 2.63 per cent of the classroom organization problems.

j. 1 student teaching X8 (accel. 3rd) and 6th discussed 1 classroom organization problem representing 2.63 per cent of the classroom organization problems.
k. 2 students teaching grades 5A/6B and 7 discussed classroom organization problems representing 5.26 per cent of the classroom organization problems.
l. 3 students teaching grades 5 and 6 discussed classroom organization problems representing 7.90 per cent of the classroom organization problems.

3. 11 students teaching grades 3A/4B, 6, 7, 5 and 7, and 5 and 6 discussed teaching technique problems.
   a. 1 student teaching grades 3A/4B discussed teaching technique problems representing 9.09 per cent of the teaching technique problems.
   b. 3 students teaching grade 6 discussed teaching technique problems representing 27.27 per cent of the teaching technique problems.
   c. 3 students teaching grade 7 discussed teaching technique problems representing 27.27 per cent of the problems.
   d. 1 student teaching grades 5 and 7 discussed teaching technique problems evident in both situations representing 9.09 per cent of the teaching technique problems.
   e. 3 students teaching grades 5 and 6 discussed teaching technique problems evident in both situations representing 27.27 per cent of the teaching technique problems.

4. 12 students teaching grades 3 through 8 discussed self problems.
   a. 2 students teaching grades 3A/4B discussed self problems representing 16.67 per cent of the self problems.
   b. 1 student teaching X8 and 6 discussed a self problem evident in both situations representing 8.33 per cent of the self problems.
   c. 2 students teaching grades 4 and 6 discussed self problems evident in both situations representing 16.67 per cent of the self problems.
   d. 2 students teaching grades 5 and 7 discussed self problems evident in both situations representing 16.67 per cent of the self problems.
   e. 1 student teaching grades 6 and 8 discussed a self problem evident in both situations representing 8.33 per cent of the self problems.
   f. 1 student teaching grades 3 and upper home mechanics classes discussed a self problem evident in both situations representing 8.33 per cent of the self problems.
   g. 1 student teaching grades 3A/4B and 6 discussed 1 self problem evident in both situations representing 8.33 per cent of the self problems.

h. 1 student teaching grades 5 and 6 discussed 1 self problem evident in both situations representing 8.33 per cent of the self problems.
i. 1 student teaching grades 4 and 5 discussed 1 self problem evident in both situations representing 8.33 per cent of the self problems.

5. 4 students teaching grades 2A/3B, 5, 6, 7, and 8 discussed problems relating to the adjustment to the role of teacher.
   a. 2 students teaching grade 7 discussed problems related to the role of the teacher representing 50 per cent of the role problems.
   b. 1 student teaching grades 2A/3B and 8 discussed a role problem representing 25 per cent of the role problems.
   c. 1 student teaching grades 5 and 6 discussed a role problem representing 25 per cent of the role problems.

6. Subject matter problems were limited to grades 4 and 7.
   a. 1 student teaching grade 4 discussed a subject matter problem representing 50 per cent of the subject matter problems.
   b. 1 student teaching grades 4 and 7 discussed subject matter problem representing 50 per cent of the subject matter problems.

7. 2 students teaching grades 7 and 4 and 8 discussed evaluation problems each representing 50 per cent of these problems.

8. 1 student teaching grades 6 and 7 discussed a homework problem representing 100 per cent of the homework problems.

9. 3 students had no problems; they taught grades 4 and 7, 5 and 7, and 6 and 8.

The problem areas' relationship to the grade levels as revealed by the interviews were:

1. 3 students teaching grades 2A/3B discussed planning problems representing 100 per cent of the problems for this grade level.

2. 6 students teaching grade 3 discussed:
   a. 1 planning problem representing 16.67 per cent of the problems for this level.
   b. 5 classroom organization problems representing 83.33 per cent of the problems for this level.

3. 5 students teaching grades 3A/4B discussed:
   a. 2 classroom organization problems representing 40 per cent of the problems for this level.
   b. 1 teaching technique problem representing 20 per cent of the problems for this level.

c. 2 self problems representing 40 per cent of the problems for this level.

4. 6 students teaching grade 4 discussed:
   a. 4 planning problems representing 66.67 per cent of the problems for this level.
   b. 1 classroom organization problem representing 16.665 per cent of the problems for this level.
   c. 1 subject matter problem representing 16.665 per cent of the problems for this level.

5. 4 students teaching grade 5 discussed:
   a. 3 planning problems representing 75 per cent of the problems for this level.
   b. 1 classroom organization problem representing 25 per cent of the problems for this level.

6. 14 students teaching grade 6 discussed:
   a. 3 planning problems representing 21.43 per cent of the problems for this level.
   b. 8 classroom organization problems representing 57.14 per cent of the problems for this level.
   c. 3 teaching technique problems representing 21.43 per cent of the problems for this level.

7. 1 student teaching grades 6A/7B discussed 1 planning problem representing 100 per cent of the problems for this level.

8. 20 students teaching grade 7 discussed:
   a. 5 planning problems representing 30 per cent of the problems for this level.
   b. 8 classroom organization problems representing 40 per cent of the problems for this level.
   c. 3 teaching technique problems representing 15 per cent of the problems for this level.
   d. 2 role problems representing 10 per cent of the problems for this level.
   e. 1 evaluation problem representing 5 per cent of the problems for this level.

9. 4 students teaching grades 7A/8B discussed:
   a. 1 planning problem representing 25 per cent of the problems for this level.
   b. 3 classroom organization problems representing 75 per cent of the problems for this level.

10. 4 students teaching grade 8 discussed:
    a. 1 planning problem representing 25 per cent of the problems for this level.

b. 3 classroom organization problems representing 75 per cent of the problems for this level.

11. 1 student teaching home mechanics (in upper grades 7-8) discussed 1 class organization problem representing 100 per cent of the problem for this subject/grade level.

12. 1 student teaching physical education in grades 5-8 discussed 1 planning problem representing 100 per cent of the problems for this subject/grade level.

13. 1 student teaching grades 2A/3B and 8 discussed 1 role problem representing 100 per cent of the problems for these two grades.

14. 2 students teaching grades 3 and 6 discussed two planning problems representing 100 per cent of the problems for these two grades.

15. 2 students teaching grades X8 and 6 discussed:
    a. 1 classroom organization problem representing 50 per cent of the problems for these two grades.
    b. 1 self problem representing 50 per cent of the problem for these two grades.

16. 4 students teaching grades 4 and 6 discussed:
    a. 2 planning problems representing 50 per cent of the problems for these grades.
    b. 2 self problems representing 50 per cent of the problems for these grades.

17. 2 students teaching grades 4 and 7 discussed:
    a. 1 subject matter problem representing 50 per cent of the problems for these grades.
    b. 1 no problem.

18. 4 students teaching grades 5 and 7 discussed:
    a. 1 teaching technique problem representing 25 per cent of the problems for these grades.
    b. 2 self problems representing 50 per cent of the problems for these grades.
    c. 1 no problem.

20. 2 students teaching grades 6 and 7 discussed:
    a. 1 planning problem representing 50 per cent of the problems for these grades.
    b. 1 homework problem representing 50 per cent of the problems for these grades.

21. 2 students teaching grades 6 and 8 discussed:
    a. 1 self problem representing 50 per cent of the problems for these grades.

b. 1 no problem.

22. 1 student teaching upper grade home mechanics classes and grade 3 discussed 1 self problem representing 100 per cent of the problems for these grades.

23. 1 student teaching grades 4 and 8 discussed 1 evaluation problem representing 100 per cent of the problems for these grades.

24. 1 student teaching grades 3A/4B and 6 discussed 1 self problem representing 100 per cent of the problems for these grades.

25. 8 students teaching grades 5 and 6 discussed:
    a. 3 classroom organization problems representing 37.50 per cent of the problems for these grades.
    b. 3 teaching technique problems representing 37.50 per cent of the problems for these grades.
    c. 1 self and 1 role problem each representing 12.50 per cent of the problems for these grades.

26. 2 students teaching grades 3 and 8 discussed 2 planning problems representing 100 per cent of the problems for these grades.

27. 1 student teaching grades 4A/5B and 6 discussed 1 self problem representing 100 per cent of the problems for these grades.

28. 1 student teaching grades 4 and 5 discussed 1 planning problem representing 100 per cent of the problems for these grades.

CHAPTER V

TREATMENTS OF THE PROBLEM SITUATIONS AS SUGGESTED BY THE STUDENT TEACHERS

During the fall semester, September, 1960, through January, 1961, the student teachers were interviewed and their responses taped. Each student teacher was given a problem situation and asked to indicate how he would solve such a problem if it were his. After giving his solution, the writer asked:

> What one thing do you think you do very well in your student teaching? What do you think is your strong point in either one or both subjects?
>
> What do you think your biggest problem is in student teaching at the present time or one that you are facing at this point in either one or both subjects?
> When did this problem start or when did you feel this was a problem or when did you discover this problem?
> How are you trying to solve this problem?
> What did you do in today's lesson to help solve this problem?

Similar questions were asked during the second interview as well as one pertaining to the continuance of his problem when he was assigned.

The categories as determined by the writer upon analyzing the problems submitted on three questionnaires were: planning, classroom organization and management, teaching techniques, self, role, subject matter, homework, and evaluation. The interview problems were of a similar nature and could easily fit under one of the above categories. The interviews were conducted during weeks twelve and thirteen, November 21st through November 30, 1960 and weeks eighteen and nineteen, January 9th through January 16, 1961. Fifty-four student teachers were interviewed the first time and fifty-one the second time.

During the latter part of the semester three students withdrew.

As defined previously, a problem was a situation causing the student teacher difficulty in the teaching situation and needing or requiring attention for solution. The treatment was the procedure utilized by the student teacher to solve or alleviate his problem either permanently or temporarily. The problem situation was determined by the student teacher and was what he felt was the problem.

Each problem situation is presented under a definite category and is followed by the student teacher's approach or steps he used to overcome or relieve the problem situation. After the problem situation is a word(s) or number indicating when he became aware of the problem plus the letter M or F for male or female. Whenever possible the language of the respondent was used, but in certain instances it was necessary to change the wording for clarification or for purposes of summarization.

Planning:

InterviewI.--17 planning problems representing 31.48 per cent of interview I.

Interview II.--15 planning problems representing 29.41 per cent of interview II.

Interviews I and II.--32 problems representing 30.48 per cent of all problems discussed during the two interviews.

1. Go overtime each day; don't have a definite ending; don't stop soon enough (5-6th week-F).
   a. Stop five minutes before the class is officially over.
   b. Put all materials away.
   c. Give next day's assignment.
   d. Get ready to line up (departmental).
   e. If there is still a few minutes, summarization or clarification of material presented.

2. Can't cover everything in lesson plans; want to cover more than time allows (early in teaching-F).
   a. Leaving more out of plans.
   b. Emphasizing important points only.
   c. Do just what is most important in content area.

3. Lack of material on physical science (solid, liquid, gas) in text; not many books covering this material on the elementary level. (Present time-F)
   a. Checked around school for equipment and material.
   b. Tried to make or buy necessary equipment.
   c. Worked up some mimeographed material on children's level.
   d. Tried to make interesting by discussing mimeographed material with children.

4. Determine when children are with you and when they begin to wander so I can vary activities (after teaching Unit I-M).
   a. Looked up activities and resource materials in other sources.
   b. Asked children for suggestions as to what they'd like to do.

5. Getting homework assignments in on time (early in teaching-F).
   a. Assign work during week and not on week ends.

6. Children are overly enthusiastic and I want to channel their enthusiasm into subject material (early in teaching-F).
   a. If I can foresee that the material is motivating, I go over rules and regulations of behavior.
   b. Require children to write what they are going to see or what we are discussing.

7. Not pushing children enough. I want to make sure each has done all his work and I may take too much time checking work and not keeping everyone busy (after counselor's visit-F).
   a. Daily plans are well thought through.
   b. Stick to time allotment set up by me on my daily plans.

8. Whenever I group I lose control (early in teaching-F).
   a. Keep trying to overcome problem by having a very small group do one thing while I work with large group. This requires a great deal of supervision. These children require direction constantly.

9. Inclined to stick to textbook and it is hard to get them into groups (early in teaching-F).
   a. Assigned oral reports as a first step.

10. Great deal of social studies material must be covered in thirty minutes making planning very difficult (immediately-F).
   a. Read and discuss material.
   b. Teacher presents material (above average group).
   c. Children read on their own and bring in information.

d. Whenever I work on my plans I consider time and select only most important aspects of work.

11. Four children have difficulty with everything they do in arithmetic. I'd like to spend time, but I don't have it to spend (immediately-M).
    a. Problem existed throughout their school lives. They have no background in arithmetic and very low IQ's.
    b. Assign work for home to help give them a background.
    c. Give time in class and try to gear work to their level. Some days I'm able to give separate assignments; however, when they work in their own groups they must attempt group's work.

12. Working with slower children (IQ's - 70's) in arithmetic (early in teaching-F).
    a. Made out individual work sheets for three groups in arithmetic.
    b. Bright and average children are given work at their seats and I work with the slower children at the blackboard.
    c. On their homework papers I write: You're doing fine; keep up the good work. This is only for the slower children.

13. Determining what to give the brighter and faster children after they finish their assigned work (soon after starting to teach-F).
    a. Tried to find their interests and supply material in this area for fast workers. However, I find it hard to find challenging material and not just more of the same.

14. My 2A/3B are a restless group who don't like to sit in seats. It is difficult to hold their interest for any length of time and keep them out of mischief (early-F).
    a. Have tried to interest them in science more by bringing in many visual aids.
    b. Set up a special science table with specimens.
    c. Changing activities every 10 minutes from reading to going to science table to something else.
    d. This is a problem in science, but I have no problem with them during music. I merely change to a song they like and the problem ceases.

15. Worry about the individual child, especially in arithmetic, if he is not getting the problems. However, these children keep the class back and I worry how to help the individual and not keep the class back (early when I saw class progress-F).
    a. Keep together when introducing material and then branch out to groups.
    b. Place problems on board referring to specific weaknesses or errors and these are to be done by specific children and I'd like to help this group in this area during regular class lesson.

16. While working with groups I have a difficult time keeping the other group busy (2nd week after dividing into groups-F).

a. Tried to time work so that group I would be busy while I worked with group II.
b. While I'm working with one group I give the second group their regular assignment plus more work if they finish. This second assignment becomes part of their homework.
c. Earlier I watched clock, but now I have a fair sense of each group's time.

17. Keeping to the point in discussion (early-F).
[No solution presented.]

Interview II.

18. Grouping in arithmetic(middle of semester-F).
a. Work is placed on the board and whenever a student in any group finishes he may go to the extra assignment. Assignment can be done by either group. (I've had so little experience in grouping that I don't know whether it will be a problem or not when I have my own room.)

19. I was assigned the main job in our Science Fair and don't know what to do. There are 33 children in class and I must try to help each individual child (week 18-F).
[No solution.] (If this occurred when I had my own room, I'd have more time to help and work on it.)

20. Getting variety into science lessons (middle of semester-M).
a. Looking to different sources for materials.
b. Students asked to bring in materials.
(This won't be too much of a problem when I have my own room because I have found so many new sources I can use next semester.)

21. Getting children interested in work (12th week-M).
a. Material on their level is written on the board. This is in story form.
b. I "lecture" to give them a background of material not in their books. This is in story form.
c. In arithmetic I attempt to relate everything to their daily lives. (I don't know whether this will be a problem in my own room; however, I think I'm solving it now.)

22. Science textbooks are poor; coverage is weak. Does not help bright students (after first unit-F).
a. I've developed a great deal of mimeographed work for them.
b. Questions at the end of the chapter help.
(This would not be too much of a problem when I have my own room because children are not allowed to take books home. Other classes can take the books, but my class cannot.)

23. Judging just how much the children can actually do and the point when I push too much or not enough (8th week-F).
    a. With my lower grade children when they become restless I stop and go on.
    b. With my upper grade children I give individual assignments such as reports on their own level.
    (When I have my own room I'll have them longer periods of time and be able to deal with the problems a little better.)

24. Reaching children who are not able to keep up. They are not at the level they should be and lose interest (all semester-F).
    a. Help them by involving in other activities such as filling in charts and doing art work.
    (In my own room I'll have them all day and will be able to devote more time to them.)

25. Not emphasizing the length of time children have to do as task (present time-F).
    a. You have so many minutes to do this, is now consistently practiced.
    b. At intervals I say: You have so many minutes left.
    (In my own room I could take extra time to handle situations that occur rather than sticking rigidly to time.)

26. Trying to reach and help all in a large class with a wide range of abilities (early in the semester-F).
    a. While working with average and slow I have allowed the brighter children to work on their own on outlining material and picking out main ideas in material.
    (I don't know whether this will be a problem until I work with the class. If the children are accustomed to committee and group work and working individually, I will be able to handle it more adequately.)

27. Dividing and organizing teams in the gym in order to give all children an opportunity to participate (middle of semester-F).
    a. Through experience and suggestions from the cooperating teacher I am solving this.
    (I now know how to solve this and do not think it will be a problem later.)

28. After a certain amount of the children get restless in arithmetic (from beginning-F).
    a. Limit discussion period; however, this is difficult to do. You must discuss material with the children before they can solve the problems. When they do get restless I just give the assignment and then anticipate what individuals will have problems.
    (This might be a problem when working with children in lower grades.)

29. Handling a test situation after tests have been corrected and returned (10th week-F).

a. Go over most frequently missed problems together.
b. Those with E's give separate assignment of harder work.
c. Give those with G's and F;s work based on errors.
d. Send the lowest group to the board and have them explain work.
(In my own room I would handle this the same way and I would also group. I have not been able to group this semester.)

30. Don't know how to provide for individual differences within a set time (all semester-F).
a. It has improved. Children give book reports and reports on individual things we are studying. However, children who are below average are still a problem.
(In my own room I'll have more time and know them better.)

31. Keeping my 2A/3B group calmed down; they are restless during our period (all semester-F).
a. Keep children as busy as possible.
b. Children write as I talk.
c. Keep hands and minds busy.
d. Give class as much to do as they can take.
(This would not be as much a problem in my own room because children learn what to expect from a teacher and respond in such a way. Having two teachers as these children had was difficult for them.

32. Individual differences among the very slow and the very bright are hard to solve (all semester-F).
a. Worked hard on this. Treat class as whole and then branch off into their problems.
(In my own room I'll have more time to help them.)

Classroom Organization and Management

Interview I.-- 24 classroom organization and management problems representing 44.45 per cent of the problems discussed on the first interview.

Interview II.--14 classroom organization and management problems representing 27.45 per cent of the problems discussed on the second interview.

Interviews I and II.--38 classroom organization and management problems representing 26.20 per cent of all the interview problems.

Interview I.

1. 7B students (50 of them) are discipline problems (early-M).
a. The group is watched by the PM teacher whose control is weak and I take over after this when they are noisy and riled up. First thing I must do is quiet them down.

b. Another problem was caused by the text which had too much detail and went into the material too quickly for this group. I used the blackboard to explain and give them some background.
c. I quiet them down and when they talk we stop and start and then stop again, if they become noisy.
d. I talked to individual students and tell them their talking causes trouble.
e. I have done a great amount of individual help.

2. Cannot recognize all my students (200 per week) and know their names (early-F).
   a. Studied the seating plan and try to place each child as he enters the room. If I cannot remember his name I try to work on it immediately.
   b. When they have their projects checked and come to me, I try to address by name. If I cannot remember the name, I ask the child to say his name.

3. Children do not realize that study time is study time and discussion time is discussion time and we do not discuss during study time (beginning of semester-F).
   a. Citizen chart.
   b. This is a 1-1/2 hour period and the opening session; therefore, initial motivation is important.
   c. Hard to plan for the science lesson for this length of time.

4. Handing out the art materials causes discipline problems (immediately-M).
   a. Observed and discussed work with the cooperating teacher.
   b. Read Art Activities for suggestions.
   c. First lesson in the unit is very difficult. After twenty minutes when they are interested they settle down.
   d. Attempted to think of problems that will arise and try to meet them before they are problems.
   e. Have sample materials ready.

5. Getting the class to stick to what we are doing instead of wandering off and causing difficulties (early-M).
   a. Asking specific questions before reading begins.
   b. Calling upon several students and asking them why they are reading, what questions they are to answer.

   (I cannot seem to make progress and I do not know why.)

6. Being too friendly and letting children waste time by engaging in conversation (I started off this way-F).
   a. Became a problem when I saw we were not accomplishing what I had planned.
   b. Crowding my lesson plan and trying to accomplish more.

c. Getting children to do more each day by getting them to start work immediately when they enter room.
d. Make each minute count by pressuring myself as well as children.

7. The third grade class is very restless and are discipline problems (beginning of my teaching-F).
   a. Set up system of rewards. All start with 10 points and each offense detracts points. At the end of the month a reward is given to the best row.
   b. Set up rules for class behavior, but this did not work well. They constantly forgot rules.
   (I realize some of the discipline is caused by over-enthusiasm.)

8. My 6A/7B class cause discipline problems (beginning of my teaching-M).
   a. Insist upon things to be done and follow up on this.
   b. Be consistent.

9. My arithmetic class causes discipline problems (beginning of semester-F).
   a. I have allowed the brighter boys who finish to help others.
   b. I have given more work to those who finish.
   (Class is not much of a problem when they write.)

10. Letting children know where I stand on all issues and being consistent (beginning of teaching-M).
   a. Whatever I say I follow through.
   b. If they talk they are sent to the principal's office where I meet and talk to them. Room becomes quiet at this point.
   c. Give specific instructions.
   d. Student stood while lesson went on and I then gave him a special homework assignment.
   e. One child disobeyed and I sent him outside the door and gave him a check on the room's disciplinechart.

11. After motivating and stimulating the class, sometimes it is difficult to keep them quiet (early in semester-M).
   a. Find some quieting activity immediately after a motivating one.
   (After a science demonstration they became excited and I had to quiet them down.)

12. Children don't realize that everything in school helps them later on (early in semester-M).
   a. Talked to individual children. Tried to learn their interests and goals. Tried to point out that everything builds to a final goal.

13. It is difficult to keep discipline in the art room (beginning of the semester and comes up periodically-F).
   a. Tried to keep them in seats and get them to work with me and not on their own.

b. Cannot always use the same method to deal with the problems because art situation changes and requires other techniques.

14. Controlling the younger children is difficult for me as well as getting down to their level (4th week-M).
   a. Analyzed vocabulary at the end of each period.
   b. Tried to think like them, but not talk down to them.
   c. I'm making progress, but have a long way to go.
   d. I'm becoming firmer. I was like a pal rather than a symbol of authority.

15. I have several fourth grade children who are problems to themselves and I cannot understand them (4-5th week-F).
   a. They are mixed up psychologically. One child just sits and never speaks.
   b. I started to ignore minor things and then I realized these individual children were serious problems.
   c. Tried to find out more of their background in order to give them something to occupy their time.
   d. Tried to involve them in classroom duties such as closing door, hanging up my wraps. At first there was no response; now one child waits until I ask him to close door.

16. Dealing with the entire third grade class (4th week-F).
   a. After recess they must sit down before I start work.
   b. Wait until all are in and all materials are out before I start.
   c. Sometimes they put their heads on their desks and I wait until everything is quiet.
   d. During the lesson I stop if things get out of hand.

17. One student in each of my classes comments when I give directions or instructions (beginning-F).
   a. Ignored it, but comments became louder and louder.
   b. Became a nuisance and then I took the student aside and explained to him that this was not what was expected.
   (Both cases are working out well.)

18. Keeping class in order in the upper grades when substituting is a problem. The children sense you have no real authority (M).
   a. No one is permitted out of the room.
   b. Assigned a written lesson.
   c. Made each person mind his own business.
   d. Let class know I would take names and report to teacher. This was the most effective with this group.

19. Managing the arithmetic class was very difficult (early in teaching-F).
   a. Established specific routines for collecting homework.
   (Good when doing written work.)

20. Changing from one activity to another takes too long (early in teaching-M).
    a. When changing I just keep reminding class to hurry along.
    b. I kept them busy until the last possible moment.

21. I find it difficult to keep four-five boys busy. They stand up and walk around the room (7th week-F).
    a. I have used my voice to tell them to stay in their seats.
    b. I have talked to each child individually trying to learn what was behind his actions. I reached most, but one or two are still impossible.
    c. I kept one in at recess and talked with him. He then helped me and was fine during that lesson.

22. Discipline in the 7A/8B class is awful. Three of the boys talk out, are rude and rebellious (from beginning-F).
    a. I place one at a table in the front of the room.
    b. I talk to the students privately and they listen and then go back and do the same thing.

23. Controlling my upper grade social studies class is difficult. No one method works. They are one way one day and another way the next day (second week of teaching-F).
    a. Written work helps very much.
    b. Any who disturb during the lesson are kept in during recess and write compositions. The class respects this method.
    c. One student takes names during the lesson and these children remain in during recess.
    d. I call talkers to attention.

24. Noisy classroom. When I am trying to put across a point there is bedlam (early-M).
    a. Stop talking and wait for the group.
    b. Sometimes I ask: Who are you paying more attention to? Your neighbor or me? We'll see how you do on the next test.
    c. Speak directly to offenders: Frank, do you have a question?
       John, what is your problem?

Interview II.

25. My directions are not clear enough. This group is brighter than most groups and I may expect too much from them (recently-F).
    a. Give step by step directions.
    b. At end of the assignment directions ask for questions.
    (This might be a problem in my own room, but I'd catch on and remedy it.)

26. Discipline with the 7th grade class (early in semester-F).
    a. Wait until they quiet down.
    b. Those who wish to work with me come to the front.

c. Writing instead of discussion work.
d. Situation is worse when the teacher is not there.
(I do not think the above would be such a problem when I had my own room. I'd work on it and enforce rules and be consistent with these rules.)

27. Seventh graders create many discipline problems (early-M).
a. After the Christmas holidays I lost them. There was improvement all along, but something happened after the holidays. I am back where I started. I wait and give directions and then wait again.
b. I also let them know I mean business.
(This may be a problem next semester if I get a group similar to this one. This group is made up of failures from several rooms.)

28. Getting the class to do homework and extra work is a problem (early-M).
a. I don't give as much outside work as I formerly did.
b. I see that the work is done in class and not at home.
c. Every minute is used for solid work. Children's work habits are poor.
(I would use the following technique in my own room next semester. First I'd give short assignments and see if they did the work. Then I'd give them study time in school so they could begin their work.)

29. Discipline in the sixth grade is a serious problem (early-F).
a. We count all the time we waste and I tell them we will make it up one of these days.
b. The class realizes I am a student teacher.
(This will not be as much a problem next semester when I will be with the class the entire day.

30. Getting children to realize and accept responsibility for their own actions (early in semester-M).
a. I have attempted to learn as much about the children as I can.
b. During the semester I have tried to show them how everything starts small and builds toward a goal. I try to tell them you do everything in school to help you.
(This may be a problem next semester, but I will work on it each day all day long.)

31. I have one child who is not up to what I expect him to be (early-F).
a. Child has a low IQ and I have brought in extra materials and books.
b. He will only do what I ask and no more.
(Next semester if he were in my room I think I could help him more. I feel it is the attitude of the school. He has been let to sit back.)

32. Controlling younger children is still my major problem (early in semester-M).
a. I am making some progress by being sterner and firmer with them.

b. Even though they are third graders they respect firmness.
(If I get a third grade room next semester I'll try to apply what I learned during this semester. Although I believe it is easier starting off with a group.)

33. Discipline in the third grade is a big problem (early in semester-F).
a. Sitting on them and clamping down.
b. Yelling at the children. I know this is not a good way, but it is the only way to reach some of them.
c. Stop, wait, stop, wait.
(I do not think this will be such a problem next semester. I believe having two different teachers for this group created more problems than usual.)

34. Difficult to convince the seventh graders that arithmetic time is work time and not play time (early-F).
a. Insist on the same things every day.
b. All requirements are still the same.
c. Not lenient about everything. Constantly remind them they must work.
(I do not believe the problem would be so serious if I had them all day long.)

35. Handling young children is a problem (early-F).
a. Several youngsters are very difficult. They are hard to interest in anything. This disturbance does not occur daily, but enough times to be a problem.
(This might be a problem in my own room next semester.)

36. Discipline in the 7A/8B class is a problem. Some days they are fine; other days they are terrible (early-F).
a. Class know I am a student teacher and ask silly questions when I am trying to teach.
(I hope to get a lower grade next semester.)

37. Getting my social studies class to stop talking (early-F).
a. Work is on the board when they start their lessons.
b. I keep discussion to barest essentials just asking factual questions.
(Next semester if I had a similar class I would do the same thing.)

38. Keeping control of the 8B's (early-M).
a. Children know I am a student teacher. When the regular teacher leaves they take advantage.
(This will not be a problem next semester because the children will know I am the regular teacher.)

Teaching Techniques

Interview I.-- 7 teaching technique problems representing 12.96 per cent of the problems discussed during the first interview.

Interview II.--4 teaching technique problems representing 7.85 per cent of the problems discussed during the second interview.

Interviews I and II.--11 teaching technique problems representing 10.48 per cent of the interview problems.

Interview I.

1. Getting the vocabulary down to the level of the children (early-F).
   a. Looking in language arts books for 4B vocabulary words for 3A children.
   b. Writing below average, average, and above average words on board before lesson to determine where they can begin.
   c. Write three words on board and include one very difficult word to use as review.

2. Trying to get points across in arithmetic. To be able to communicate in ways they could understand (early-F).
   a. Teaching Guide is excellent. I try to study and follow step by step as nearly as possible.
   b. Detailed lesson plans help and following them step by step help too.

3. Conducting discussions in social studies (from beginning-F).
   a. Try to write questions down before class.
   b. Try to know what I am going to say.
   c. Know my material very well.
   d. Work on speech to increase my self confidence.
   e. When I am at ease I do much better.

4. Children in the sixth grade do not read well and it is difficult conducting social studies when they cannot interpret what is read (second day of teaching-F).
   a. Put vocabulary on board and go over it.
   b. Pick out sub-titles of sections orally with teacher's help.
   c. Read silently.
   d. List all main ideas on board given by the children.
   e. Pick out most important from all the main ideas.
   f. Work individually with four or five who are extremely slow while other children begin their homework.
   g. While children read silently I walk around and help the class.

5. Getting children to read for meaning (third or fourth reading assignment-M).
   a. Before children begin reading stress important points they are looking for.
   b. Tell them we are reading to see what the words tell us.
   c. List questions on board. They read to find answers.

6. Learning to ask stimulating questions rather than routine ones (2nd or 3rd week of teaching-F).
   a. I decide upon two or three specific questions I am going to ask and try to rephrase each one, two or three ways. I try to keep in mind my class and their vocabulary.
   b. I have gathered together several games and these can be played on a moment's notice.

7. Trying to hold a discussion in arithmetic is nearly impossible (early in teaching-F).
   a. These children can do the mechanical work in arithmetic, but cannot explain problem situations. I asked the cooperating teacher to remain in the room while I started having oral work in arithmetic. This kept discipline to a minimum.
   b. Now each day we begin our arithmetic with a discussion. Children now know we discuss before attempting to solve problems.

Interview II.

8. Children have a great deal of trouble with reading. They do not comprehend material (early-M).
   a. Review each day.
   b. I have mimeographed material on their level and written work on the blackboard for them.
   c. I need more time to work with the individual child.
   (I do not think this would be as much of a problem in my own room. I'd divide my social studies class into two groups and base the subject on correcting reading difficulties by stressing language arts.)

9. Putting across the specialized vocabularies in social studies and science is a problem (early-F).
   a. Go over words with the children.
   b. Find illustrations in the text and newspapers to show words.
   (This would be a problem in my own room too, but I'd do more work to get more examples of words using specimens, pictures.)

10. Reaching students in reading subjects is very difficult (early-M).
   a. I have given home reading assignments that help. The next day we go over in class. The homework questions help them read critically too.
   (This might be a problem in my own room, but I would have more time to work on it.)

11. Trying to get all to participate in discussion (early-F).
   a. I tried to learn something about each child and bring him into discussion.
   b. I tried to base some of my material on their experiences.
   (I don't think this will be a problem next semester because of all I learned this semester.)

Self

Interview I.-- 3 problems related to self were discussed during the first interview representing 5.56 per cent of the interview problems.
Interview II.--9 problems related to self were discussed during the second interview representing 17.65 per cent of the interview problems.
Interviews I and II.--12 problems were discussed representing 11.42 per cent of all the interview problems.

1. Getting units in on time (early-M).
   a. I am spending too much time on each day's work and not looking ahead.

2. I am uncomfortable with my third graders and am becoming frustrated. Am I getting through to them and in what manner? (early-F).
   a. I felt this all along. I watch the cooperating teacher and I see disapproving expressions flit across her face and I cannot get through to her.
   b. I'm trying new things even though she says something won't work.
   c. I have tried several things that do work for me to a certain extent.

3. My handwriting is poor. I'm unsure of myself when at the board (early-F).
   a. My one cooperating teacher is a perfectionist in this area and I'm just trying to be too perfect. She is so helpful in this area, but I'm still not a perfect writer. Sometimes I forget to close or round a letter. I practice each day before school. The teacher is right because we do set examples for children.

   Interview II.

4. I am not able to work with third graders. My inherent ability is with fourth grade up.
   /No solution./
   (If I were assigned to a third grade class I would find it more difficult than with a higher group. Third graders feel I am their mother and children at this age have not left the mother concept.)

5. Handwriting at the board is still a problem (early-F).
   a. I am self conscious about it and am making some improvement.
   (This won't be a problem in my own room. Now I am self-conscious and am trying to please the cooperating teacher.)

6. Handwriting is my main problem (early-M).
   a. I'm practicing and realize this is serious because the children use me as an example. It is hard to correct the children because of my own work.
   (This will be a problem next semester, but I'll work on it.)

7. I doubt my own ability to keep discipline in the upper grades. I am not a bit self confident in this area (early-F).
   a. During the semester I have taken over classes during recess periods and the children are noisy. It may be that this is recess and they feel they should be freer. I have asked others how they controlled upper grade children and will try to use what I have heard and seen. I teach upper grade children and have no trouble with my own class.

   (I'm not sure whether this will or won't be a problem.)

8. I tend to be too self critical and hinder myself (early-F).
   a. Get more confidence by knowing subject matter.

   (This won't be a problem in my own room. Here I'll gain more confidence.)

9. I cannot determine a good balance between a permissive situation and one with firm control (early-F).
   a. I try to see that they have enough to do to keep them busy and hope this will work itself out.

   (This won't be a problem when I work with children all day long.)

10. My speech is not too good (early-F).
    a. Enrolled in a speech course this last semester. I have practiced at home using a tape recorder.

    (I do not think this will be as much of a problem in my own room. Now I'm very self conscious with the teacher in the room. I do feel it may be a problem when I take an oral exam.)

11. I speak very fast and gear material over the heads of children (early-F).
    a. I am speaking much slower to the children.

    (This won't be much of a problem next semester now that I recognize the problem.)

12. I am too young in appearance for older students and this makes me very self conscious (early-M).
    /No solutions./
    (In my own room this may be a problem; only time can tell. I would start out being very strict.)

Role--Adjustment to the Role of the Teacher

Interview I.-- 2 problems related to this area representing 3.70 per cent of the first interview problems.

Interview II.--2 problems related to this area representing 3.92 per cent of the second interview problems.

Interviews I and II.--4 problems related to adjustment to the role of the teacher representing 3.81 per cent of all the interview problems.

Interview I.

1. It is difficult for me to maintain a professional air. I made friends of the children and this presents a discipline problem (early-M). (3rd week.)
   a. They tried to test me to see how far I would go with them. I am making attempts to show I am their teacher and should be given respect. I am forcing discipline and they know I mean business.

2. I try to be a pal instead of their teacher (6th week-M).
   a. I loosened up too quickly. I now indicate that part of their report card mark will be included here.
   b. Some who do not respond properly are given additional homework or are kept in at recess.

Interview II.

3. I am like the children's friend in both grades (early-F).
   a. I should know that although I am just a few years older than the upper grade children this does make a difference.
   (This will not be a problem in my own room since I know my own weakness. I will not go overboard.)

4. I was overly friendly at the beginning and now it's difficult to be their teacher (early-F).
   a. I cut our lessons to become merely routine.
   b. Very little discussion is carried on.
   c. I am more businesslike. I do not tell jokes or little stories.
   (I won't have the same problem next semester. I have learned from this semester.)

Subject Matter

Interview I.-- 1 subject matter problem representing 1.85 per cent of the problems.

Interview II.--1 subject matter problem representing 1.96 per cent of the problems.

Interview I and II.--2 subject matter problems representing 1.90 per cent of all the interview problems.

Interview I.

1. I feel I will have difficulty teaching other subjects than science and arts. I need to gain a better background before I would start teaching (early-F).

Interview II.

2. I do not have a great deal of background in any subject area. I do prepare myself and know material at hand, but I cannot delve into any aspect of a subject. When children bring up difficult questions I am at a loss (early-M).
   a. After being caught several times, I now can handle these problem situations fairly well. I know how to react and have children help answer.

   (This won't be too much of a problem when I get my own room. I have gained a great deal of self confidence this semester.)

Homework

Interview I.-- There were no homework problems during Interview I.

Interview II.--1 homework problem representing 1.95 per cent of all the interview problems.

Interviews I and II.--1 homework problem representing .95 per cent of all the interview problems.

1. I cannot get homework in on time (early-F).
   a. Give assignment early in week. Remind them several times before it is due.

   (This won't be a problem when I have my own room. The children realize I am a student teacher now.)

Evaluation

Interview I.-- No evaluation problems evolved from Interview I.

Interview II.--2 evaluations representing 3.92 per cent of the interview II problems.

Interviews I and II.--2 evaluation problems representing 1.90 per cent of all the interview problems.

Interview II.

1. Grading students is difficult (early-F).
   a. Some students are slow and then work at the end. How do you grade them?

   (This will be a problem in my room.)

2. Grading in the upper grades is a serious problem, because there is a wide range of ability, interest, and effort (later in semester-M).
   a. Interest and effort cannot be evaluated objectively.

   (This may be a problem next semester depending upon criteria I established for grading children.)

No Problems

Two female students and one male student said they had no problem or nothing is too much of a problem.

One hundred and five problems were discussed during the two interviews. The situations were problems from the student teachers' viewpoints and no attempt was made to evaluate the seriousness or existence of each problem. The solutions presented by each student teacher differed in approach, specifics, and depth and here too there was no attempt to evaluate the solutions. The majority of students felt they were making some progress with their problems. A few were hesitant about indicating precisely what they were doing. Two mentioned several things that proved helpful to them, but added they knew this method was frowned upon. No one would recommend, not even the student teachers who were interviewed, each procedure as a rule for a similar situation without a careful study of the situation and the individuals involved. However, these procedures do give insights into a student teacher's approach to a problem occurring within a classroom situation and as such have value.

CHAPTER VI

CASE HISTORIES OF SELECTED STUDENT TEACHERS ILLUSTRATING SELECTED PROBLEMS AND SOLUTIONS

During the 1960-1961 semester fifty-four student teachers, thirty-seven females and seventeen males, participated in the study, "An Analysis and Treatment of the Problems faced by the Student Teachers in Off-Campus Elementary Schools." This chapter presents information in the form of twenty-five case histories for the three oldest, ages 42-45, and six youngest students, ages 19-22, those five students ranking highest scholastically, 5.3-5.8 cumulative grade point averages, and five students ranking lowest, 2.4, and those five students whose American Council on Education Psychological Examination scores were highest, 89th percentile to 98th percentile, and those seven students whose scores were lowest, 6th percentile to the 19th percentile. Although there are only twenty-five case histories, data are included for thirty-one, twenty-two females and nine males. This is because some students fit into two or three categories; for example, the oldest female student ranked lowest scholastically and her ACE percentile score was among the lowest. Two students who ranked highest scholastically also had the highest ACE percentile scores. Included as part of each case history are such data as age, marital status, ACE score, cumulative grade point average, educational and work experience, and the subjects and grades taught during the semester.

Following the data are the problems discussed on the three questionnaires

and the two interviews, the student teachers' solutions to their problems, and an indication of what each feels to be his asset. The exact words of the student teacher have been used whenever possible and no analysis of the problems or solutions has been attempted. The problem situations and solutions have been seen through the eyes of the individual student teacher and therefore focus upon the particular problem from his viewpoint. Of course, one must remember that the student did work with two cooperating teachers, a principal, and a college counselor who attempted to help him develop his assets and strengthen his weaknesses. However, it was not a goal of this study to determine the presence, absence, or seriousness of the problem by consulting other persons.

The problems, as determined from an analysis of the three questionnaires and two interviews, revealed that the areas of difficulty were: planning, classroom organization and management, teaching techniques, subject matter, self (personal matters), adjusting to the role of the teacher, homework, and evaluation, and were set amid diversified backgrounds and occurred at various points during the semester. The presentation of the case histories for each group was made to ascertain whether specific, detailed information about each group, admittedly the extremes and limited in the number of cases, would help define or segregate common problem areas or similar difficulties within a problem situation which could be found among the groups: younger, older, more and less intellectual, and those showing greatest and least academic achievement.

Ages. The student teachers who participated in this study ranged in age from 19-43 with the majority of student teachers in the 22-24 age grouping.

The writer selected four of the youngest female students, two of the youngest male students, two of the oldest female students, and the oldest male student to illustrate problems occurring for these two groups:

STUDENT A. Age 19, female, 4-year Chicago Teacher College student
Married, no children
ACE Psychological Examination score: 53rd percentile
Cumulative grade point average: 4.5 (slightly above B)
Experiential background: Office work

Taught: Grades 5, 6, and 8
Subjects--Arithmetic and Science

Questionnaire 1

On my first day of teaching, I found that my first lesson plan was much too short. Feeling ill at ease because of this, since then my main objective had been to include enough material for the whole time allotted--i.e., I didn't want to run out of activities. I have found that I have gone to the other extreme though. Now my lesson plans have been too long--I have tried to cover much more material than my students can absorb at the time. My problem is to judge the time needed for each activity and to organize the subject matter so as not to introduce too much too fast.

In my 5B science class, I am facing another problem concerning the selection and organization of subject matter. Since preparing my unit, I have found that many of the activities I had listed will not have much meaning to the children. Many demonstrations that I had prepared would have little or no meaning to my students--they are too complex and the students have not the necessary background.

Questionnaire 2

One of my basic problems in my science group is the lack of textbook material. Most material presented to the class must either be mimeographed or written on the blackboard. The textbook does not provide adequate material on my unit and much of the student's reading material must be mimeographed.

Questionnaire 3

In my arithmetic class, I have found that due to an art and gym period immediately preceding arithmetic, often times the class is quite restless for the first few minutes of arithmetic. Although putting problems on the board immediately when I enter the room helps to quiet them down for the first several minutes, this restlessness begins again as soon as these papers are collected. Following the collection of the

papers we usually have a discussion and the class is sometimes too noisy for us to proceed with the discussion.

In my 8B arithmetic class the major problem facing me at present is the application of formulas in finding surface areas of solid figures. Although the students understand how these formulas are derived they have difficulty in selecting and correctly applying the various formulas. Although I have stressed the fact that in any given equation or formula every particular letter has a specific value, they cannot see how or why these values change from problem to problem.

Interview 1--6A arithmetic and 5B science

Whenever I give instructions there is always one student in each class who must comment on them. The comments became louder and louder.

Solution: Ignored it.
Took student aside and explained to him this was not what was expected.

Interview 2--6A arithmetic

After a certain amount of discussion concerning the arithmetic work, the class becomes very restless and minor discipline problems arise.

Solution: Limit discussion period; however, this is hard to do because you must discuss before they can work the problems.
Give assignment and then help those who you know will have problems.

Strong Points

1. Knowing subject matter (arithmetic) very well and being able to use different approaches to teaching one concept.

2. Being able to teach specific parts of difficult math work.

STUDENT B. Age 20, female, 4-year Chicago Teachers College student
Single
ACE Psychological Examination score: 77th percentile
Cumulative grade point average: 4.4 (slightly above B)
Experiential background: Office work

Taught: Grades 5, 1, 4, 7, 8
Subjects: Arithmetic and Library

Questionnaire 1

In the two library classes for the older children I find it difficult to manage the class as you would in a regular classroom. I want

it to be informal, since it is the library, but the management is difficult. I find this to be especially true of the 4B group which is very large and very anxious to use the library.

In this (arithmetic class) I have some difficulty with organization and management. I usually recognize the difficulty after I have made the mistake--example: passing in work, giving homework, giving directions. I also find there are a few students who cannot do the work. It is almost impossible because of the level at which they are. (Example: some do not know multiplication tables.)

The little children (first grade) are very interested and well behaved when hearing the story. They are noisy and restless during the first part of the library period however. It must be me and not the children, since they are good during the storytelling time. The little children also call for a completely new approach which I'm not sure I have.

Questionnaire 2

I am having a difficult time reaching these children (4B library). I meet these children once a week and have missed some meetings with them because of an assembly and a day of absence. I will miss three or more meetings because of holidays. Of all library classes this is the most difficult to teacher, because they begin to take out books. Most librarians, veterans, also feel this way.

The boys (7A/8B library) give me some discipline problems. I have this problem: keeping them all busy. If I could make them feel responsible for their conduct and aware of the library as a place where a certain amount of self-direction and self-discipline are necessary, I think my problem would be partly solved.

Another problem faced in all these library classes is learning the names of the children at their tables and knowing them when they are at the shelves.

Questionnaire 3

I still find it difficult (4B library) to satisfy, with a book, all the interests of these children. When I look for books, they had asked about the week before, I find that this week they want books about some other subject. It is difficult to change their minds by suggesting another book you know they would enjoy. They seem to want books about a subject which there are no books on their levels.

I do not feel that the boys in this 7A/8B library group are getting all they should from the class period. There is a discipline problem in the group and it is very difficult to handle.

Interview 1--5B arithmetic

The management of the arithmetic class is difficult; I find the library easier.

Solution: Establish more definite routines; example: collecting homework. They are a good class and are good when writing.

Interview 2--5B arithmetic

Handling a test situation after the test has been corrected is very difficult.

Solution: I went over the most frequently missed items together. Those with "E" received a different assignment of harder work. Those with "G" and "F" received another page of work to do. The four poorest students went to the board and explained how they solved their problem to me.

Strong Points:

Explaining actual problems in arithmetic. This same strong point was mentioned during both interviews.

STUDENT C. Age 20, female, 4-year Chicago Teachers College student
Single
ACE Psychological Examination score: 26th percentile
Cumulative grade point average: 2.6 (C)
Experiential background: Sunday school teacher

Taught: Grades 3A/4A and 6A/6B
Subjects: Social Studies and Science

Questionnaire 1

I have an accelerated 3A/4A class. A few of the 4A students have learned the units on Chicago; the rest of the 4A's have not been exposed to the unit. The 3A's are supposed to be doing the 4B work and higher, if they attain a certain level of competency. I am wondering whether or not I should go on to another unit of work for the few 4A's who have been exposed to the Chicago units. To complicate matters, out of the few 4A's who have gone over Chicago, only two or three are really ready to go on to the course of study for 4A's prescribed in the Supplement to Teaching Guide, Social Studies.

This room supplies (6B/6A) most of the monitors for the lower grades; therefore, the students are constantly going in and out of the room during the period. This is especially distracting because some of the best pupils, pupils who could help the class along, are always leaving.

On Thursdays, the students have gym and library and another teacher uses the room during this time (6B/6A). I cannot get into the room and get materials ready, etc.

Questionnaire 2

There are a few children in this class who have a very serious problem. Two of them live in homes where there is only the grandmother, and another one lives in a home with a young aunt. When these children come to school (3A/4A), their need for recognition is obvious. In the room they volunteer to do everything and factually feel disappointed if not allowed to do the task. The problem is how to tell these children, who so desperately need this sort of recognition, that it's nice they offer to help, but others must also be given a chance.

The bell girls (3A/4A) continue to leave before the period is over. This creates a minor disturbance.

Questionnaire 3.

There are several children (3A/4A) in the class that have seemingly read up on all the material they could find about Chicago and answer all the questions given correctly. The other children, noticing that these children are always ready with the answers, are becoming a little bit negligent about the textbook assignments.

There is one youngster in the class that always heckles certain other youngsters because their answers in class are nearly always correct, and their written papers perfect. This child (3A/4A) is beginning to express some of his feelings during the class period.

The children are always wanting to discuss new phases of the subject of astronomy (6B/6A). I have told them that in another week we will have to move on to another subject. Now, the problem is how to change to another subject in science, but still keep their high interest?

Interview 1

I have a great difficulty keeping the vocabulary down to the third grave level. I must present the same vocabulary to all the students even though they are grades 3A/4A.

Solution: I looked in Language Arts books for examples of 4B vocabulary for 3A students. I wrote below average, average, and above average words from our material on the blackboard before class. This was to see where the majority could begin. I also place one difficult, one easy, and one average word on the board for review each day.

Interview 2

I go too fast for the smaller children (3A/4A) and talk too fast to them. Many times my material is over their heads.

Solution: I now recognize the problem and have been speaking slower and making explanations simpler.

Strong Points

1. In the upper grades, my directions and explanations are good; I have good rapport with the children.

2. My discipline (6A/6B) is very good in this class.

STUDENT D. Age 21, male, 4-year Chicago Teachers College student
Single
ACE Psychological Examination score: 47th percentile
Cumulative grade point average: 2.9 (slightly above C)
Experiential background: Clerk in store

Taught: Grades 7B and 4B
Subjects: Social Studies and Science

Questionnaire 1

I believe versatility would be a major problem in my 7B social studies class. I have tried using different methods of presenting new material in order to be versatile in my teaching procedure. I cannot honestly say that any of my methods of presenting new material has been the ultimate in teaching procedures. Eventually, just from trying various methods, I should become versatile.

Enthusiasm for science (4B) has caused many in my class to want to relate their personal experiences in science. It seems every day someone has had a new experience with a spider or an insect. I have been trying to channel the students' personal experiences into motivation for the daily lesson plan, but this is still a problem.

My third problem seems to be an alleged nervousness to my counselor. It seems that with her presence in the classroom I cannot coordinate the many facets of my teaching. I know that I must get rid of this nervousness eventually, but I presume that my becoming more confident of myself, I will lose my nervousness.

Questionnaire 2

I believe my main problem in seventh grade is to become more professional in my teaching attitude. By becoming a more professional person I would arrange stimulating bulletin boards, maintain a professional air about myself, and develop a sense of professional confidence toward my teaching ability.

I believe my main problem in fourth grade is to combat my extreme nervousness. This excessive nervousness. This excessive nervousness probably leads to my having an irritating voice quality. Also, when I give directions, I should be explicit so as not to have mass restlessness.

I presume my main problem in student teaching (7B/4B) has been not being 100 per cent professional. I should have interesting, yet timely

bulletin boards. The bulletin boards and other small details should always be taken care of with professional thinking. Therefore, utilizing a professional attitude will prevent small details from being taken care of carelessly.

Questionnaire 3

My lack of professionalism (7B) is still a problem, but not as great as it has been. By gradually tightening up my attitude, I have started adapting an air of professionalism towards my class.

My problem in 4B is not to kill the enthusiasm that my students have for the unit. I feel that I have to lay down a foundation for presenting new material, but my students would like to learn about rockets and missiles; thereby rushing into the unit without any adequate preparation.

My problem in my special remedial arithmetic class is to make the drill which is essential more diversified and interesting.

Interview 1

It is difficult to maintain a professional air. I made friends of children and this presents a discipline problem at times. They try to test me to see how far I will go with them.

Solution: I am making attempts to show that I am their teacher and should be their friend. As their teacher I should be given respect and although I am their friend, I'm still their teacher. I now enforce discipline and they know I mean business.

Interview 2

My problem is getting variety into my science lessons (4B).

Solution: 1. I have looked into different sources for materials.

2. The students are bringing in materials.

Strong Points

My content background in history is very good (both interviews).

STUDENT E. Age 22, male, transfer student
Single
ACE Psychological Examination score: 68th percentile.
Cumulative grade point average: 2.5 (slightly above C)
Experiential background: stock boy.

Taught: Grades 3A and 8B
Subjects: Arithmetic and Science

Questionnaire 1

Discipline--3A--keeping children quiet when they enter the room. Difficulty keeping attention of class (3A) while presenting new material.

Subject matter--8B--keeping class interested in material; the class asks very few questions.

Questionnaire 2

Three children in the 3A class seem unable to grasp concept of substraction of 2 and 3 place numbers with borrowing.

Class (8B) talks and makes noise while subject is discussed. Class also restless during experiments and demonstrations.

Questionnaire 3

Three boys (3A) in the class refuse to stay in their seats. Besides not staying in their seats, two of these boys continue to throw crayons, erasers, and pencils at other children in the room.

A boy, 3A, possessing average intelligence, will sit and day-dream. This boy will not work unless the teacher is standing next to his desk. This child will not complete ten simple arithmetic problems in 45 minutes.

A boy who is repeating 8B for the second time refuses to do anything in class. Will curse and use vulgar language to the teacher and other students. When this boy is told to do some work, the usual answer is, "Try and make me." This boy has been talked to privately. During private conferences, the child will continue to be very insulting.

Interview 1

My problem is a noisy classroom while I am trying to put across a point. There is usually bedlam; however, sometimes they are good.

Solution: Stop talking; wait.
Ask the children or individuals: Who are you paying more attention to--neighbor or teacher?
We'll see how you do on the test.
"Frank, do you have a question?" is asked.

Interview 2

Keeping control of 8B's.

Solution: The children take advantage when the teacher leaves; they know I am a student teacher.

Strong Points

1. Getting along with children (3A and 8B).

2. I don't know; sometimes I think one thing and then another.

STUDENT F. Age 43, female, transfer student who attended two other schools
Married, 3 children
ACE Psychological Examination score: 15th percentile
Cumulative grade point average: 2.4
Experiential background: office work and church work

Taught: Grades 5A and 7B/7A
Subjects--Social Studies and Arithmetic

Questionnaire 1

The first major problem facing me in student teaching is that of organizing and managing my class well (7B/7A). At this point I am in the process of regrouping by 7A/7B arithmetic class. How am I going to do it? There must be two sets of lesson plans for the one class and I must have them working simultaneously. It seems from here a tremendous job.

My next problem is being able to learn the best techniques for teaching social studies. There is so much I want to give them. I should like to see to it that the children understand well how to read the map and other basic principles of geography. What techniques or procedures would best suit my purpose? Where can I find a few good tips?

My third problem concerns the selection of subject matter and how to organize it most effectively. Should I go ahead with what the children are to be taught or should I drill them longer because they are slow learning? How can I best organize my subject matter and also my methods of teaching that will best suit the children?

Questionnaire 2

I find teaching the arithmetic class difficult, because it is divided into two groups. I feel that I have not developed the skill of handling the two groups smoothly. I am working hard to develop the technique of teaching the groups so that both groups will be most benefitted.

Making the kind of lesson plans my counselor wants is a grave problem with me. I find it difficult to write exactly what I mean to say and do. I would say it is a problem of communication in writing lesson plans.

I have the same problem in both classes. I can never develop my ideas concretely and develop good bulletin boards.

Questionnaire 3

I have a 7th grade arithmetic class. The age range is 12-14 years. These are the years when children are in their early adolescent age and entering adulthood. This is the very difficult stage of a child's life. For this reason, I am facing a minor discipline problem. I find I must be stern at all times.

I find that in 5A social studies I am not always successful in covering the material I expect to cover.

I need to perfect or work on more ways of presenting materials in both classes.

Interview 1

My problem exists in 7th grade arithmetic in trying to get points across. I find it difficult to communicate in ways they can understand.

Solution: I use the teacher's manual for the text and remember, step by step, the procedure as nearly as possible.
I write detailed plans and follow them very, very closely.

Interview 2

I have a difficult discipline problem with my 7th grade class.

Solution: Wait until they quiet down.
Those who want to work come up to the front.
Give writing activities.
The situation is worse when the teacher leaves the room.

Strong Points

1. My relationship with the children is good.

2. My relationship with the teaching personnel is good.

STUDENT G. Age 42, transfer student, female
Married, 2 children
ACE Psychological Examination score: No score available
Cumulative grade point average: 5.0 (between B and A)
Experiential background: Office work and worked with Cub Scouts

Taught: Grades 3B and 7A/7B
Subjects: Science and Home Mechanics

Questionnaire 1

The critic teacher tells me my material is well prepared, but that I do all the work, that the children should participate more actively, that I should get out among them more. I felt somewhat chained to the front desk because I did not know all of their names well. However, now I suspect that I am afraid the children will get out of control and that too much time will be consumed when the children help in the plant experiments we are conducting at present.

At first I went blithely through my demonstrations and passed among the children during their work period, observing their work, and advising. However, suddenly I have come to the realization that I have not really been seeing all the things I am supposed to, and I wonder if I ever will. They take off thimbles constantly; they don't know how to trace a pattern; they cut thread too long, etc. How can I cover all these things among 20 pupils? Are my demonstrations faulty?

Questionnaire 2

My problem is trying to teach science to a slow group of children who have low reading ability and little vocabularies. Nearly everything is oral, and of necessity, some large words must be used.

Setting standards of performance in the hand work of the children is difficult in sewing. The cooperating teacher seems to demand more than I do. Yet, I cannot see how she can expect a child to perform a skill perfectly the first time.

My problem is finding justification for a bulletin board other than pleasing principal and/or supervisor and making the room look nice. After the first glance, I doubt if the children ever really refer to it. Is the time really worth the effort?

Questionnaire 3

Personality differences between myself and the cooperating teacher in the 3rd grade class are a problem. I watch her face as I teach and often see a look of displeasure flicker across it. Other times, she seems exceedingly cordial and helpful. I do not know where I stand with her. When I ask for suggestions and criticisms, she repeats that I must remember the little folk need visual aids as well as oral. Otherwise she seems to find nothing else wrong.

My cooperating teacher (7A) occasionally interrupts to clarify or comment or question or merely to call the class to better order. I don't think my lapses are so serious as to require this intervention. I am grateful for her helpfulness, but I wonder if it wouldn't be more helpful to allow me to flounder my own way out of the situation I am in.

Interview 1

I am uncomfortable with my third grade class. They baffle and frustrate me. Am I getting through to them and in what manner?

Solution: I am trying new things with the children even though the cooperating teacher says something won't work.

Interview 2

I feel a great lack of self confidence; I doubt my ability to keep discipline in the upper grades.

Solution: Asking others how they keep discipline.

Strong Points

1. I am comfortable working with upper grade children.

2. I am more at ease in an upper grade class situation where the work is more definite and specific.

STUDENT H. Age 43, male, transfer student who attended two other colleges
Single
ACE Psychological Examination score: 14th percentile
Cumulative grade point average: 2.7
Experiential background: Maintenance work

Taught: Grades 6B and 4A/4B
Subjects--Science and Social Studies

Questionnaire 1

The members of my 6B class are poorly disciplined. I have tried to be firm, but this is still a serious problem.

I have difficulty in writing and printing on the blackboard (6B and 4B/4A).

Questionnaire 2

I have a student in 6B who is a serious discipline problem. He lives with his foster parents and only sees his real mother every two years. He does not follow nor carry out instructions.

I attempted to carry too many classes besides student teaching and this has posed a definite problem for me.

Interview 1

My major problem is to keep classes in order in the upper grades where I must substitute from time to time. I sense a lack of real authority when I enter these situations.

Solution: I gave the following instructions upon arrival in the room:
No one out of the room.
Assigned a written lesson.
Told each one to keep his eyes on own paper.
If anyone caused any difficulty, I told them I would report them to their teacher.

Strong Point:

I have traveled extensively and can understand differences among peoples. Also I have a warm relationship with students.

(Note. Student H withdrew before the semester was over because of serious personal problems requiring full-time outside work. He can return to the program whenever he feels this problem has diminished.)

Cumulative Grade Point Averages

The cumulative grade point averages ranged from 2.4 (C) to 5.8 (almost an A). In order to gain admission to the Student Teaching Program a student must have a 2.4 cumulative grade point average as well as having taken prerequisite courses. The writer selected five student teachers with the highest cumulative grade point averages--all females, and 5 student teachers with the lowest cumulative grade point averages--three females and two males. In addition, student F, the oldest female student, whose problems were discussed, could be included in this grouping too. She was among those having the lowest cumulative grade point averages.

STUDENT I. Cumulative grade point average: 5.8
Age 39, female, transfer student
Married, 1 child
ACE Psychological Examination score: No score available.
Experiential background: Office clerk, PTA work, Den mother

Taught: Grades 4A/5B and 6B
Subjects--Science and Reading

Questionnaire 1

Because the science curriculum guide suggests definite units of study for this grade level that any one or combination of texts do not cover, I find that extensive reading and organizing is necessary in preparation of lessons. This results in a great deal of oral presentation which is perhaps not tangible enough for this grade level (4A/5B).

The observation type lesson plan for science at this grade level is somewhat difficult to initiate and control at the outset. The pupils are now adjusting to the routine which they first mistakenly thought was permissiveness, but now have discovered the proper reactions to display. I consider this a temporary problem.

In the science class at this grade level (4A/5B) the pupils exhibit great enthusiasm and are only too eager to offer stories of their experiences--some of which are totally unrelated to the discussion. The problem arises as how best to control these unrelated questions and accounts without thwarting the pupils' enthusiasm. I find that I must put a stop to the persistent hand waving and be very selective in choosing pupils for recitation if the lesson is to stay within its bounds.

Questionnaire 2

The observation type lesson in my science class still presents some problems in classroom management. The pupils are enthusiastic about their new findings and sometimes find it difficult to restrain themselves from telling all their classmates about their discoveries.

My reading class (6B) is the "dream class"--one that any teacher would be proud to have. However, I have one new transfer student who just does not fit into the routine. This boy does not follow instructions during the class period and also refuses to follow the routines I have set down. He insists on reading ahead in the text and workbook as well as not working on assignments. He is not a good student, so I feel I must get him into line for his own good.

The content set forth for science instruction still presents problems in lesson preparation. My second unit does have coverage in a text that another teacher uses, so I have arranged with her to borrow the books for our class meeting. This necessitates transferring the books back and forth.

Questionnaire 3

About the seventh or eighth week of the semester my reading class received a transfer student who is still unable to adapt himself to the class routine. He refuses to stay with the class in reading assignments. He is constantly ahead in the text and finds workbook assignments boring. His work is poor and he refuses to attempt to do the work correctly.

Although my science class as a whole is a slow group, I have seven members who are failing in all aspects of the science presentation. It is difficult to motivate these particular pupils and they are seemingly unconcerned about their failing marks. Since their reading level and power line scores are exceptionally low, it is difficult

to help them master the material on their own. However, to me the greatest disappointment is their poor attitude toward science.

Interviews 1 and 2

My handwriting is poor. It is really not that poor, but the co-operating teacher demands perfection from the students and I want my work to be up to par.

Solution: Practice and try to make each letter perfect.

Strong Points

My preparation is always good. I know exactly what I will say, how I will say it and the length of time required.

STUDENT J. Cumulative grade point average: 5.6
Age 32, female, 4-year Chicago Teachers College student
Married, 1 child
ACE Psychological Examination score: 79th percentile
Experiential background: Office work

Taught: Grades 4A and 7A/8B
Subjects--Arithmetic and Science

Questionnaire 1

Today I began grouping in my arithmetic class. I found I had difficulty in keeping both groups busy. The activities I set up did not take as long as I thought they would.

Discipline is becoming a problem in my science class. My critic teacher suggested today that I attempt to differentiate my teaching so that I can give extra work to the brighter students and easier concepts to the slower students.

Organization and management of the classes seems to be my biggest problem. As yet I have not been able to allot the right amount of time for activities. I believe that part of the reason for this problem lies in the fact that I do not have a textbook to use. Discussion for ninety minutes can be pretty tiring when interrupted briefly by experiments.

Questionnaire 2

The children in my science class do not have an opportunity to take the science books home. The books are assigned to the children in the room, not to the class I teach. This works an additional hardship on the children because of no home study.

The class is required to use two and sometimes three different

science textbooks. There are not enough of any one book for the entire class. The switching of books wastes valuable time, especially since the class cannot take the books home.

Again, trouble in my science class. I have a tremendous range of abilities in this class. I feel that some of the class could teach me while others in the class have no conception of what I am trying to get across. I try to differentiate my lessons so that I can reach all of the children, but I feel that I'm really not meeting the needs of all the children.

Questionnaire 3

This problem must occur in all classes at all grade levels. What do you do with the child or children in your class who constantly stray off the subject during a discussion? Stimulating discussions can be lost because of inconsequential statements or questions.

How do you get children who volunteer to give an oral report away from reading the report? I've asked them to give me the written report and use an outline for their talks, but this leads to reading the outline.

Interview 1

I have a bit of difficulty with classroom management. I must keep after the class and say: now is the time for study; now is the time for discussion; we do not discuss during study time.

Solution: I devised a citizenship chart.
This is the opening period and I have attempted to have strong motivation.
This is a 90-minute period and it is hard to plan for it in a typical classroom.

Interview 2

I am dissatisfied with the science textbook's coverage. It is poor for the brighter students who wish to go beyond.

Solution: I mimeograph supplementary work.
We answer questions at the end of the chapter.

Strong Point

Good rapport with both classes--both interviews.

STUDENT K. Cumulative grade point average: 5.5
Age 26, female, transfer student
Married

ACE Psychological Examination score: 95th percentile
Experiential background: Office work

Taught: Grades 3A and 6B
Subjects--Arithmetic and Language Arts

Questionnaire 1

Pupil adjustment to a new teacher. This class is very well controlled by the critic teacher, but it tends to get noisy when I have a discussion. This problem probably embraces techniques and procedures and special methods as well. It is difficult for me to decide just what the problem is, so I am going to experiment with the variables involved.

Discipline is another of my problems in the 8B class. I really do not know just how far I can and should go in disciplining the class, as a result, I am hesitant about just what I should do. Perhaps I should have asked what disciplinary measures are used and how one goes about doing disciplining in this manner to which the children are accustomed.

Management and organization is rather a problem in the 3A class. I would like to take some time in getting the children better organized, but I hesitate to take more than the time allocated for my subject. I do not want to over-step my bounds, and seem to insinuate that the critic teacher is lacking in this respect.

Questionnaire 2

There appears to be a barrier between the class and me. This has lessened somewhat, but some of the girls seem to be antagonistic and uncooperative (8B).

I am having trouble with disciplining the 8B class. They seem to sense that I do not have the authority that my regular critic teacher has.

Members of the 8B class do not listen to directions carefully. Some of the class talks while I am giving directions and then those people ask to have them repeated. Those who were not talking know what they should do and become annoyed with the others.

Questionnaire 3

Some of the 3A children are rather slow and easily upset by what has happened before they get to school. As a result, these children are extremely fidgety and do not work as well as they could. When I questioned one boy, he said he had not had breakfast and knowing the backgrounds of several of the others I can well believe. What can I do to overcome the situation?

Some of the children do not come to school with pencils and when they were given pencils to use "lose" them before the day is over (3A).

It is difficult to refuse a child who does not have a pencil. Some of these children will sit for several minutes until I notice they are not working. I try to make borrowing a pencil easy for them so they will not feel as if they should not ask. On the other hand I encourage them to bring supplies. I feel if I should lend to some I should lend to all. This may not sound like much of a problem but it is in this particular room.

Some of the 8B children are in the pre-adolescent giggly stage when much of what they do can be blamed on conflicting hormones. It is difficult for me to feel as if I should be extremely punitive; yet, I feel that something should be done.

Interview 1

I find that I am not pushing the children enough. I want to make sure everything is done and everyone has finished. I may take too much time checking.

Solution: My lesson plans are well planned out.
I stick to time element as planned.

Interview 2

I do not emphasize the time the children have to do a task.

Solution: I say you have ten or fifteen minutes to do this.
At intervals, I say you have five/ten minutes left.

Strong Point

I work well with the slower children, IQ's of 80. (Both interviews.)

STUDENT L. Cumulative grade point average: 5.4
Age 35, female, transfer student
Married, 2 children
ACE Psychological Examination score: 98th percentile (highest of the group of 54 student teachers)
Experiential background: Stenographer and worked with the Girl Scouts

Taught: Grades 4B and 6B
Subjects--Science and Social Studies

Questionnaire 1

The organization and management of the 4B and 6B classes in order to give consideration to individual differences is a problem. Since the groups are large and the children for the most part are of low

ability, it is difficult to maintain any semblance of order and control when the group is broken into subgroups for activities. I am slowly trying to work in special assignments for the more able children, who are few in number, but must and should be challenged if they are to progress in accord with their capabilities.

In the 4B science class, the text the children are using has little material covering the unit on insects that has been scheduled for the first part of the semester. I have been working to overcome this lack of reading material by preparing duplicated study and work sheets for the class. Such material is all the more necessary with this group because their backgrounds and abilities do not enable them to participate well in activities.

Discipline in some instances may be a problem in the 6B class. Some of the boys have histories as discipline problems. So far, I have managed to control the groups, but there are a few individuals who have not handed in the work assigned. I have attempted to reason with them and am continuing along this line.

Questionnaire 2

The quality of the children's written work is very poor (6B).

Some of the 4B children here require almost constant attention and prodding. I am able to maintain control, but only at the expense of lost time, which we can ill afford to lose.

The fact that both classes are on shift means that no books may be taken home. I must duplicate materials to use as a workbook.

Questionnaire 3

Discipline is currently a problem with the 4B group. The regular teacher has been absent and a substitute's handling is completely different. The children are very unsettled.

One of the more difficult pupils is having quite a good deal of difficulty in adjusting to the new situation with the substitute teacher. Children who up until this time were not troublesome are now cooperating less than they had.

Interview 1

I find that when I group I lose control.

Solution: I keep trying with a small group doing one thing.

Interview 2

Trying to reach and help all in a large class with a wide range is a serious problem.

Solution: The better children are doing work on their own, such as outlining, picking out main ideas.

Strong Points

1. Getting the children's interest and stimulating interest, at least with a certain percentage of the children.

2. Getting children who do not normally produce extra work to do so.

STUDENT M. Cumulative grade point average: 5.3
Age 22, female, transfer student
Single
ACE Psychological Examination score: 72nd percentile
Experiential background: Office work

Taught: Grades 2A/3B and 8B
Subjects: Music and Arithmetic

Questionnaire 1

This problem of 2A/3B students not listening and not paying attention is very definite and also characteristics of this grade level. Instructions are given and about half the pupils do not hear and did not pay attention. I have been working at eliminating this problem by making my instructions as explicit as possible and trying to foresee any problems which may arise. These children need definite lessons in listening which I will provide.

I have the problem only in the music instruction. I am not a musician and am not well versed in music. My cooperating teacher has been helpful, but this is one reason I have had difficulty here. My teacher gives suggestions five minutes before I teach the lesson.

Because of the unique organization and methodology of the cooperating teacher, I find it difficult to accomplish objectives in my arithmetic class. I am becoming more familiar with the daily program and I think I'll work this out.

Questionnaire 2

I cannot find science material in the text for the 2A/3B children and also to correlate with the topic under study.

I find it difficult to organize and plan procedures in my science class. My lesson plans are not helpful; I seem to do better when I plan just a short time before the lesson.

I still have a problem with these young children in their constant motion and talking out in class (2A/3B).

Questionnaire 3

In my opinion 30 minutes is too long for music. I find it difficult to keep the children, 2A/3B, interested without becoming tired. I am trying to vary the program somewhat and this has helped slightly.

I am still continuing to have difficulty controlled the 2A/3B group. I thought we were on our way last month, but lately the condition is growing worse. The class is definitely under my control, but the children seem to be getting more and more restless and noisy.

I find it difficult to plan too far in advance for my 8B group. This is due to the fact that the children have been assigned to many jobs throughout the school. Many times the class has only half of its members.

Interview 1

The children, 2A/3B, are restless and do not like to sit in their seats. It is difficult to hold their interest for any length of time.

Solution: I am trying to interest the children more by using many visual aides.
I have a science table for them.
We vary the program every ten minutes.

Interview 2

It is near the end of the semester and keeping the 2A/3B children calmed down is a problem.

Solution: Keep busy as possible.
I give them as much to do as I can.
I have them write as I discuss the material
I keep hands and minds busy.

Strong Points

1. I have no difficulty going from the 2A/3B class to the 8B as far as vocabulary and tone of voice.
2. My 8B's are very responsive and I'm getting basics across to them very well.

STUDENT N. Cumulative grade point average: 2.4
Age 21, female, 4-year Chicago Teachers College student
Single
ACE Psychological Examination score: 94th percentile
Experiential background: Office work

Taught: Grades 6B/6A and 8B
Subjects--Science and Arithmetic

Questionnaire 1

Lesson planning seems difficult in the 8B arithmetic. Thinking through an entire week's lessons and anticipating the difficulties that may arise and how to solve them is quite a task.

I know that there are individual problem areas in my 8B class, but as I stated they are individual. I do not have enough time to work with individual people and I don't feel that just supplying them with work sheets is adequate. My cooperating teacher and I are trying to work something out.

Judging the amount of time to allow for tests, work problems, etc. I want everyone to have time to finish, but some are through much quicker than others.

Questionnaire 2

Since I don't have a text for the 6th grade science, I bring in all my material from outside sources. My problem is finding a variety of pupil activities. My students keep a science notebook, have had group discussions, oral reports written reports, taken notes in class, received ditto materials and they have done committee work. At present I am trying to find new and challenging activities for them.

Since I have just grouped my students I am having a discipline problem in the group I am not working with. They tend to discuss work with the other students.

Questionnaire 3

One of the problems facing me right now is the correct method of handling a particular girl in my science class. She is constantly pestering me about something and is always trying to get my attention. She is the oldest girl in the room and has the lowest IQ. I have tried to be patient with her and do not know whether this has encouraged or discouraged her. Maybe if I became angry with her once, it will discourage her.

I have hall duty on particular days and students from other rooms do not seem very orderly when I am there. I have to remind them constantly to keep their lines straight and stop talking. Perhaps they just don't recognize me as a teacher because they see me so seldom.

Whenever I am in another classroom for supervised study I also have discipline problems, but not so in my own classes.

Interview 1

I was too friendly with my arithmetic class and allowed them to waste time by engaging in conversation.

Solution: I crowd my lesson plan and try to accomplish more.
I get children to do more each day and press myself more.
I make them get to work immediately, since this is the first period in the morning.

Interview 2

I find it difficult to attain a balance between permissiveness and control in various classroom situations.

Solution: I see that they have enough written work to keep them busy.

Strong Point

My organization, according to my counselor and cooperating teachers. (Mentioned in both interviews.)

STUDENT O. Cumulative grade point average: 2.4
Age 22, female, 4-year Chicago Teachers College student
Single
ACE Psychological Examination score: 34th percentile
Experiential background: Sales clerk

Taught: Grades 5B and 7A
Subjects--English and Social Studies

Questionnaire 1

During the first week of teaching the class I discovered that the students were not reading the assignments. I blame this on two of my faults: I tried to cover too much material at one time and I did not specify any definite assignment after they read the text. I am now trying to be more specific in my lesson plans and therefore will be more specific in my assignments and material covered in one day.

In the 5B class I found that many pupils are slower in learning than others. My problem now is grouping. Today I had two groups, but now I notice, after grading today's papers, that some of the second group are not as slow as the others in their group.

In this 7A class the pupils are good, but I have a problem in having them read the text thoughtfully. They are very interested in what I say (the information I give), but seem to be reluctant in actually reading the text. I am beginning to think they do read, but cannot seem to remember. Their big problem is deciding what is important to know and what is not.

Questionnaire 2

The 5B children are very restless unless they have something to

do as soon as I come in the room. This creates a problem for about five minutes because some children are drinking milk--this is what causes the restlessness on the part of the others. I usually pass papers at this time or discuss the homework assignment, etc., but I find I only have to repeat them within a few minutes.

I have no specific problem regarding discipline in the 7A class--actually I never did because they are a good class. Once in a while I will find someone who has not read the assignment, but this is not too often. Another problem in the class is the distribution of material for the children are at various reading levels. I am using the Materials Center collection and this seems to help greatly.

Questionnaire 3

I have been teaching a remedial reading class for several weeks. There are seven children in the group who do not read at the second grade level. The first few weeks were fine, both discipline and methods. Now I find two children are ahead or better than the older children in ability. Their reading is not up to second grade level, but it is much better; therefore, they continually "give" words to children who pause before attempting to pronounce words. I correct them or talk to them but this lasts for a day or two and then they begin again. I have tried having them work ahead in the workbook, but this is difficult for them because they do not always know the words used.

This class, as my class in English, has been good. The only problem that concerns me now is, "Will I finish the units I should by the end of the semester?" When I return from Christmas vacation I should still have to start and complete two units. I have lost time because of play practice and other projects. My problem really is to determine what I can skim over and what to spend more time on.

Interview 1

I was inclined to stick to the book and to get them into groups was hard.

Solution: They now give oral reports.

Interview 2

In my social studies class I have one boy who is not up to what I expect him to be.

Solution: I give him extra material and bring in books. He will do what I ask and no more. He has a low IQ.

Strong Points

I have no trouble with discipline; good relations with children. My rapport with the class is good.

STUDENT P. Cumulative grade point average: 2.4
Age 25, female, transfer student
Single
ACE Psychological Examination score: 53rd percentile
Experiential background: Office clerk and playground teacher

Taught: Grades 3A and 4-7
Subjects--Arithmetic and Physical Education

Questionnaire 1

Organization of the slower pupils in the 3A arithmetic class is a problem. Monday, I am dividing the class. The brighter pupils will go on, while the slower pupils will be given individual help. I have not decided how I will accomplish this, but I cannot hold the brighter pupils back.

Last week the class complained that the work was too easy. Next week we are learning about money facts and addition of money. I am worried about teaching place value. I do not know if the class has ever experienced a place value chart. The problem is introducing the place value chart and getting the children interested.

This problem concerns the procedure of getting the 6th grade class organized into even teams and also finding enough room to play a lead-up game. The gym is small and I have about forty 6th grade girls. I cannot have some sit around while others are playing.

Questionnaire 2

I am still having difficulty in organizing 3A class into groups for individual help in arithmetic. I can't seem to keep the brighter pupils busy enough while I work with the slower pupils.

I was having some difficulty with discipline in the 3A class, but since our new rules have been made, I have not had too much trouble. There are still one or two who are hard to manage.

I have two boys that aren't too bright. I'm trying to give them individual help, but no improvement has been made by either boy. I'm lost as to what to do with them. When I have them at the board they seem to understand the work, but when they return to their seats to work the problems it is as if they never had the work before. I cannot be standing over these two boys every minute of the period to see that they are doing their work. They haven't passed one or the tests given. I've sent their papers home to be signed by one of their parents and had them return papers to me, but it's as though no one cares.

Questionnaire 3

I have a discipline problem with the 3rd grade group. I clamp

down on them, but as we progress with the lesson I lose them. My critic teacher has suggested several methods of controlling the group. They are well behaved during the first part of the class, but after playing a game or two they tend to become wild. This is the only PE class that I am having difficulty with.

The school and neighborhood are in a period of transition and I have the problem of some children calling others by names. This does not happen all the time, but every once in a while, during a game or some other activity. I have tried to handle this tactfully, but I would like some suggestions on handling this type of situation.

Interview 1

I had a problem working with the slower children, IQ's in the 70's.

Solution: I give individual sheets for the three groups.
The bright and average work at their desks; the slow at the board.
On the homework papers I write: You're doing fine' keep trying.
This is for the slower children.

Interview 2

I did have the problem of evenly dividing teams.

Solution: Through experience and suggestions from the cooperating teacher, this problem is solved.

Strong Points

1. Getting to the level of children in both situations

2. My control and organization in the gym is good.

STUDENT Q. Cumulative grade point average: 2.4
Age 22, male, transfer student
Married
ACE Psychological Examination score: 56th percentile
Experiential background: file clerk and Sunday school teacher

Taught: Grades 5B/5A and 6B
Subjects--Science and Social Studies

Questionnaire 1

Certain students because of limited mental ability, 5th grade, are not able to understand certain principles. Sometimes we go over and over these problems and yet they give back foolish answers on written tests. Some of the students cannot write legibly and this also constitutes a problem. The school has no EMH (Educable Mentally

Handicapped) program and students who normally would be included in such a program are found in regular classrooms.

Although there is not a great discipline problem in the 5B/5A, the problem still exists. It usually involves the students who are not able to grasp even simple ideas. Therefore the class is uninteresting and they cause disturbances within the room. To interest them I use as much board explanation and demonstration as possible.

Even though I have only been teaching in one class, I have noticed that in my 6B class there are large gaps between the bright and the slow child. Thus, I have run into the problem of keeping ahead of the bright and not moving too fast for the slow.

Questionnaire 2

The Teaching Guide for Science suggests certain areas to be taught in certain grades and many of these suggestions are in new fields. The basic textbook contains little, if any, information in the field. I have had difficulty obtaining materials. Simple, interesting demonstrations in some areas are hard to find.

How do you grade a student who is doing excellent work (6B)? One or two students do consistently excellent work. They receive 100's on exams. They do outside reading and extra points or credit work frequently. Other students do extra credit work and receive 100. They are entitled to E's, but the students mentioned first do almost twice as much work as the others. How do you compensate the child who is doing more than excellent work?

I have a student from a social adjustment school who talks constantly. He is inattentive, rude, and does untidy work. He does the work, even though he is talking and playing (5B/5A).

Questionnaire 3

My major problem involves use of my textbook. This is a good text, but in our Chicago Guide is listed Canada, Mexico, and Latin America. The text covers each with excellence. My problem is that the text covers the subject too well in detail. Eliminating part of the reading is difficult, because almost everything is integrated every other thing.

When homework is assigned in both classes and turned in, I try to return it as soon as possible. Many times I find myself staying up late at night, reading reports, checking homework problems, etc. I now try to assign major reports and homework early in the week and have it due on Friday. This gives the week-end to mark them. I also try to stagger my homework assignments in each class so that I have time to devote to a true evaluation.

Keeping the class quiet during science demonstrations.

Interview 1

After stimulating children, it is sometimes difficult to get and keep them quiet.

Solution: Follow stimulating activity with quiet activity. After science demonstration, they became excited and I had to quiet them down.

Interview 2

Reaching poorer readers in reading subjects is a problem.

Solution: I have given home reading assignments to them. We go over in class. The homework assignment questions help them to read critically.

Strong Points

Leading children in discussions or bringing out discussion in class. Getting students to participate.

STUDENT R. Cumulative grade point average: 2.4
Age 29, male, transfer student
Married, 1 child
ACE Psychological Examination score: 38th percentile
Experiential background: Army and post office

Taught: Grades 5A/6B and 6B/6A
Subjects--Social Studies and Science

Questionnaire 1

The major problem here appears (5A/6B) to be that of handling the presentation of vocabulary. Many words which may be "simple" to the children in speaking situations seem to be difficult to the children when they read. Veteran instructors of social studies say that they devote, maybe, three or four days to vocabulary alone, before they go into the content. This does not seem too meaningful, but it may be the best procedure.

With a limited amount of time per period, I find it difficult to have the 6B/6A children change quickly from one activity to another when my plans require them to. The children always seem to respond sluggishly. This causes a delay. Sometimes, a child or two has not changed activities at all.

I find that I have to condense the texts, in both classes, through duplicated materials. This is one way of making it more understandable to the children; however, there should be a better way. Condensing the text each night and running off duplicated materials each morning seems to me to be a waste of the teacher's time.

Questionnaire 2

I need actually a 4th or 5th grade textbook. However, I have a sixth grade text. The problem I have, therefore, is how should one

present vocabulary words. How much time should be spent on the words and on the subject matter?

I have a slight discipline problem, 6B/6A, in the science room. I don't know, really, if I should call it a discipline problem; but I do have trouble during lessons with a few of the pupils. At times I am able to control them, but I would like to have complete control, rather than partial.

I have not yet been able to feel assured that what I plan will work. I suppose this come with experience.

Interview 1

Letting children know where I stand on all issues and being consistent.

Solution: Whatever I say I follow through. If they talk, they are sent to the principal's office where I meet and talk to them. Room becomes quiet at this point.
Give specific instructions.
Student stood while lesson went on and I then gave him a special homework assignment.
One student disobeyed and I sent him outside the door and gave him a check on the room's discipline chart.

Strong Points

Sincerity to enrich program, and good preparation.

(Note: Student withdrew toward the latter part of the semester because of financial obligations and family problems.)

ACE Psychological Examination Scores

Students who entered Chicago Teachers College several years ago were given the American Council on Education Psychological Examination. For this group of students, the highest percentile rank was 98 and the lowest 6. The student receiving the highest rank, 98, also was third highest in cumulative grade point average--5.4. The student who ranked second highest in ACE percentile rank, 95, ranked second highest in cumulative grade point average--5.5. The student who ranked third highest in ACE percentile rank, 94, was among those who ranked lowest in cumulative grade point average--2.4. These were students

L, K, and N, who were included in the section devoted to Cumulative Grade Point Averages. The writer selected the five students who ranked highest on the ACE Psychological Examination: four women and one man. Three of the five have been discussed above. She also selected those ranking lowest: four women and three men. One of the women, Student F, was included as the oldest student and also had one of the lowest cumulative grade point averages. Her ACE score was 15. One of the men, Student H, was included as the oldest male student. His cumulative grade point average was 2.7 and ACE score was 14.

STUDENT S. ACE Psychological Examination score: 89th percentile
Age 21, female, transfer student
Single
Cumulative grade point average: 2.6
Experiential background: None

Taught: Grades 3A and 6B
Subjects--Reading and Arithmetic

Questionnaire 1

Pupil adjustment--the child has an IQ of 100 and is of average age, 8.8, for 3rd grade. However, he seldom pays attention to what is occurring in class and he gets very low grades on tests. He seems to be very disinterested in school and very often sits and plays. I believe there is some difficulty in his home life.

The child, 6B, is rather old--13--for this grade and has an IQ of 102. He is extremely difficult to manage in the classroom, because he does not seem to accept authority and very often "talks back" when disciplined. He is larger than the other boys in class and distracts many of the students.

This child has an IQ of 116, grade 6B, is of average age for the grade. However, he is quite bright and always seems to know the right answers. But, he talks and talks and talks. I have mentioned it to him several times, but all in vain.

Questionnaire 2

A very intelligent boy in my 6B class is quite a discipline problem. He is capable of completing the assigned work in a brief amount of time; consequently, he has time to fool around and bother the others. I would like to keep him as a part of the whole group, but he is a problem.

Another boy in my 6B class is a discipline problem. He also is very capable and bright, but he is inclined to want attention from the others. He seems to set his aim at gaining attention. He also has a very quick temper which can be hard to handle.

My most perplexing problem is the boy in the sixth grade. He seems to be very withdrawn in the classroom and absolutely does not participate in anything. He is not a discipline problem, however, because he seldom even talks. He just sits. I've tried to observe the attitude of the children toward him, but they don't seem to pay any attention to him. He is a very strange child.

Questionnaire 3

A boy in my arithmetic class seems to be very disinterested in school. Although he could do the work well, he doesn't even try. This has been a recent thing with him even though he was never a good student. His attitude has become almost unbearable.

When I begin my arithmetic class, five of the girls are out during the lower grade recess, acting as helpers. They miss ten or twenty minutes of the class, and I find it difficult to arrange activities at the end of the period that they can participate in. I feel they are missing out on too much.

Interview 1

Discipline in the arithmetic class is a problem.

Solution: I have the smarter boys who finish early help the others. I'm giving more work.

Interview 2

Discipline in the 6th grade.

Solution: I now count all the time wasted and tell them we'll make it up one day.

Strong Points

1. My presentation of material in arithmetic is good.

2. I can motivate my third grade reading class well.

STUDENT T. ACE Psychological Examination score: 89th percentile
Age 22, male, 4-year Chicago Teachers College student
Single
Cumulative grade point average: 4.6
Experiential background: Clerk in an office

Taught: Grades 4B and 7A
Subjects--Arithmetic and Language Arts

Questionnaire 1

My greatest difficulty is in planning a lesson for the whole class with its wide range of abilities. The techniques and methods best suited for slow learners are boring to the faster students, etc. I feel that this problem will become lessened when I group the students and teach each group on the basis of group and individual ability.

I find that I must constantly revise my lesson plans because of interruptions such as movies, holidays and because I don't allow enough time for the various activities. This is a time-consuming problem more than a teaching difficulty.

My third problem is with an individual student who is more of an emotional rather than slow learner problem (4B). His span of attention at times seems to be two minutes. He talks out loud to himself and disturbs his neighbors. He is a group by himself and will require individual attention as the semester progresses.

Questionnaire 2

I have a 4B student who requires almost constant individual attention which I have been unable to give him. While I haven't neglected him, I don't feel as if I have given him enough time and his progress, if any, is very small. This is his third semester in 4B.

I have been assigning several written practice exercises and there never seems to be enough time to correct them in class and to discuss them at any length. We will have one period devoted to correcting accumulated practice exercises so that the students will know that it is important and that they should find their errors and learn how to correct them (7A).

The students, 7A, are still noisy when getting into line for dismissal.

Questionnaire 3

One of the 4B students is much below the others in ability and he talks and disrupts some of the students around him or otherwise makes noise when he is unable to do the work. A problem here in the classroom involves subject matter: teaching division with larger numbers meaningfully. The children understand what we are doing; the long division form is confusing to them even though they understand the process itself.

The limited time does not allow much individual attention (7A) and now that we are on individual and group projects, I do not have time to give each guidance. The children often come to me at dismissal time for help with their particular project and I dislike refusing help since I feel some guidance is necessary for special projects.

The technique we have developed for lining up was effective at first, but now the students are becoming as talkative as they were before.

Interview 1

I try to be a pal instead of their teacher.

Solution: I indicated part of the report card mark will be lowered if behavior is poor.
Some who do not respond properly are given additional homework or are kept in at recess; I loosened up too fast.

Interview 2

Grading in the upper grades is a problem.

Solution: Interest and effort cannot be evaluated objectively.

Strong Points

1. I love my children. It is difficult for me to correct them; this is both an asset and a liability.

2. My planning and organization in the 4th grade is good. It has helped me see growth in the children and enabled me to help the slow child.

STUDENT U. ACE Psychological Examination score: 6th percentile
Age 22, female, 4-year Chicago Teachers College student
Married
Cumulative grade point average: 3.0
Experiential background: Biller

Taught: Grades 3B and 6A
Subjects--Science and Social Studies

Questionnaire 1

Most of the children in my third grade room are very noisy. They are interested in the material that I present, but they are very talkative. They get very excited when homework papers or books are passed out. I have difficulty with them staying in their seats. This week I have used two boys to collect books, and I plan to work out a merit system.

I am not sure of how to present my material in social studies. The Guide suggests many activities, but I do not know how to integrate art. I am not sure if I should have the children make relief maps at home or if I should have all the children working on the project dur-

ing my class time. I have 44 children and I don't want 44 pyramids or 44 relief maps. I don't know how committees should operate.

I have several children in the 3rd grade who have difficulty writing. My teacher does not want them to print; consequently their work is incomplete. Most of the class writes well, but it takes them the whole period to do four lines of writing; consequently I am behind in my lesson plans. I do not know if I should have less writing of experiments and simply discuss my material or what.

Questionnaire 2

I have difficulty maintaining discipline in my 3B class for any length of time. The children are usually restless. They are interested in the subject matter and they participate daily, but they become excited very easily. I have no difficulty maintaining discipline in my other class.

I have several children in my social studies class who are not able to do any of the written work. I have difficulty maintaining their interest in class. When we are reading or drawing, they are doing something else. They are not able to answer any questions. They do not hand in their homework.

I have difficulty finishing my science lesson on time. The children usually have something to say about what we are studying, and before I know it I am running out of time. I always have books to collect, and I usually end up closing the lesson 3 or 4 minutes late.

Questionnaire 3

I have difficulty maintaining discipline for long lengths of time in 3B. I have to constantly correct these children. The slightest thing will upset them. If I ask them to take out a sheet of paper, it takes me three or four minutes to get order again. The children are interested in the subject matter, and I feel that there is rapport between us, but I just cannot find any methods which will stop them from talking.

I find it difficult to cover all of the material I should in 30 minutes, especially when we are doing things other than reading. The children are very slow as far as writing is concerned. Most of them write well now, but it takes them a long time to complete their work. I run into difficulty when I have to cope with the ones who are able to do their work quickly, and I cannot collect the papers because it would be unfair to the rest.

There are so many activities that could be done in my social studies, but I do not have any ideas of how to organize these activities.

Interview 1

Maintaining discipline in the 3rd grade is a problem.

Solution: I set up a system of rewards. All start with 10 points and each offense detracts points. At the end of the month a reward is given to the best row.
Set up rules for class behavior, but this did not work well. They constantly forgot rules.
I realize some of the discipline is caused by over-enthusiasm.

Interview 2

Reaching children who are not able to keep up. They are not at the level they should be and lose interest.

Solution: I help them by involving them in other activities such as filling in charts and doing art work.

Strong Points

1. Getting children to participate in class work.

2. Getting children to participate, and my directions have improved.

STUDENT V. ACE Psychological Examination score: 13th percentile
Age 22, female, 4-year Chicago Teachers College student
Single
Experiential background: Worked in a community center

Taught: Grades 5B/5A and 7A/8B
Subjects--Science and Social Studies

Questionnaire 1

Discipline has been one of my problems in my science class mainly because the pupils are constantly whispering to their neighbors. After recognizing this problem I started to have the children completely clear off their desks before class starts and turning around and sitting straight. Whenever noise starts I stop teaching and the children quiet down.

When the bell rings at 9:00 A.M. I find it very difficult to take attendance, collect money for milk or any other purpose, pledge the flag, and sing, and still be ready to start class at 9:05. Even when my cooperating teacher takes care of this it is usually 9:15 before she is ready to start classes (5A/5B).

I haven't started to teach the 7A/8B class, but I can tell by just writing plans that I am going to have trouble keeping both groups busy and interested. There aren't enough textbooks for both classes, so one group has to have work to do while the other group is using the textbooks. I haven't been in the classroom situation with this problem yet, but I think it will give me a great deal of trouble.

Questionnaire 2

Since I started teaching 7A/8B class I have had trouble trying to keep them under control. They talked and laughed when they walked into the class, when we changed activities, and when it is time to pass. In order to get them under control as soon as they walk into the room I have a question on the board that has to be answered in five minutes.

The chief difficulty I have with this class is getting them to get their work done faster. If something is on the board for them to copy it takes them so long to collect their material and get the job done. I have tried setting a deadline for the work to be copied and after that time erase it from the board. They receive a zero if not completed.

One of my problems with the 7A/8B class is still arranging the time so that each section is busy and I can discuss the material with one section. I try to go over the material with the 7A's one day and the 8B's the next, but because I am having trouble controlling them, I cannot work with the entire group.

Questionnaire 3

Discipline in the 7A/8B class is still my main problem, although it has improved since the last time I filled in this sheet. There are some days when everything works beautifully, while other days it isn't too good.

Lately, I have started to notice certain pupils who come to class and sit. There is seldom an attempt to do any work and if anything they create a disturbance. If I speak to them about this and start them on an assignment, they stop working soon after I walk away.

I feel that I need more varied activities for the 7A/8B class and that perhaps this would motivate them more than they are at the present time. To test to see if I can keep them under control I am going to try playing a history recording.

Interview 1

My classroom control in the upper grades is poor; three boys talk out, are rebellious and rude.

Solution: I place one student at a table in the front of the room and then talk to the students privately. They listen and then go back and do the same thing.

Interview 2

Discipline in the 7A/8B class is a problem. Some days they are fine; other days they are terrible.

Solution: Class knows I am a student teacher and asks silly questions when I am trying to teach.

Strong Points

1. I have a good relation with my 5B/5A class. They understand me.

2. I find it easy to keep the children interested in science.

STUDENT W. ACE Psychological Examination score: 15th percentile
Age 31, female, transfer student
Married, 2 children
Cumulative grade point average: 2.9
Experiential background: Office and taught in a school

Taught: Grades 3A/4B and 6A/7B
Subjects--Arithmetic and Science

Questionnaire 1

I have a little difficulty selecting and organizing the subject matter for the 4th grade arithmetic. I do not consider this a major problem but a lack of experience in the classroom, mainly working with two groups.

With the 3A group my difficulty consists in the methods and procedures to use in teaching arithmetic.

How to motivate a 7B child that is not interested in science and continually talks during class my major problem.

Questionnaire 2

I have three boys, 6A/7B, who do not like to do their work. They will talk or play during class period.

My problem in the arithmetic class is that of giving or providing enough activities for the more advanced group that will be challenging and interesting.

Interview 1

There is a lack of materials in the text (solid, liquid, gas) and not many books cover this material on the elementary level.

Solution: Checked around school for equipment and material.
Tried to make or buy necessary equipment.
Worked up some mimeographed material on children's level.
Tried to make interesting by discussion mimeographed material with children.

Interview 2

My directions are not clear enough. This group is brighter than most groups and I may expect too much from them.

Solution: Give step by step directions.
At the end of the assignment directions ask for questions.

Strong Points

1. I am firm, friendly with the children, good relationship with them.

2. I am able to talk to children and know everything going on in a room.

STUDENT X. ACE Psychological Examination score: 13th percentile
Age 22, male, 4-year Chicago Teachers College student
Single
Cumulative grade point average: 3.0
Experiential background: Church work and Cub Scouts

Taught: Grades 3A and 7B
Subjects--Science and Social Studies

Questionnaire 1

There are six boys in this class who are ring leaders (7B) in upsetting the class. They enjoy talking out freely and annoying the other students. I have only one girl that could be considered a discipline problem. She is rebellious.

The 7B class is made up of many students who have failed. Many of them are trying to learn and others are not. How can I motivate the students who are not interested at all?

I am attempting to teach the 7B students that they must follow directions. Some insist upon writing only their first names on a paper and also turning in untidy work. I have refused to accept many of the papers and yet I still am receiving them.

Questionnaire 2

I have a problem of talking too much in the 3A class. I can't seem to help it. In giving directions, explaining a concept, and other things I try to give simple directions that require little questioning on the part of the students. When I ask a student to explain something, he may start on the wrong track. I stop him, attempt to channel his thinking along the right track, but he will insist upon his first belief. When I ask another student what he thinks, that student will move along the first person's line of thinking. What can I do?

I have the problem of getting most of the students to study harder.

Questionnaire 3

I find that I have trouble getting many of the students to concentrate on what we are doing. The attention span is very short. Having

limited vocabularies, they have difficulty in word pronunciation and giving definitions (7B).

I have difficulty in giving precise instructions to the 3A's. It demands a great deal of thinking before acting. I plan them ahead of time and still I will have a flaw at times.

I am still striving for better discipline in the 7B room.

Interview 1

In the social studies class I try to get them to stick to what we are doing instead of wandering off and causing difficulties.

Solution: Asking specific questions before reading begins. Calling upon several students and asking them why they are reading, what questions they are to answer. I cannot seem to make any progress and I do not know why.

Interview 2

Seventh graders create many discipline problems.

Solution: After the Christmas holidays I lost them. There was improvement all along, but something happened after the holidays. I am back where I started. I wait and then give directions and then wait again. I also let them know I mean business.

Strong Points

1. I am able to motivate my third graders very well.

2. I can motivate the third graders to do good work and my daily reviews are good.

STUDENT Y. ACE Psychological Examination score: 19th percentile
Age 22, male, 4-year Chicago Teachers College student
Single
Cumulative grade point average: 2.6
Experiential background: File clerk and playground leader

Taught: Grades 6B and 7A
Subjects--Arithmetic and Social Studies

Questionnaire 1

I am having difficulty in budgeting my time in the arithmetic class. It seems as if all the activities in my plans take too long to be completed and therefore the interest span of my pupils is lost. I had the problem of assuming that the pupils knew the subject matter and therefore I did not really teach anything in their weakest area--long division.

I am now planning to select the subject matter to meet the needs.

I am in the process of solving the major problem in my second period 7A class. There are ten pupils selected to attend a Spanish class during my social studies period. They leave and return within the session. I think by rearranging their seats and giving specific directions to them and the class, has solved the problem somewhat. Also, I have rearranged my procedure of presenting material. I will give directions and reading assignments when the Spanish class is meeting.

I must rearrange the material to be covered for my social studies class. I must consult with the teacher and must follow and incorporate his plans with my own.

Questionnaire 2

I find that teaching both groups of my arithmetic class is difficult whenever I try a special method of presenting the new material of the day. Sometimes I can plainly see that some of the pupils have tuned me out. Selection and organization of subject matter to interest both groups and stimulate desire to learn is my major concern with this class.

Selecting subject matter that will be interesting to every student in my social studies class is also a problem. The problem of having ten leave and re-enter is not only disturbing at the time, but very costly to the students. I have expressed my desire to have one student removed from taking Spanish as an elective because his work is not up to par.

In both of my classes, 6B and 7A, I don't know whether or not I am giving my directions clearly or that the pupils are not listening.

Questionnaire 3

The only problem that I am facing in 6B is allotting enough time to give individual help during the forty-minute period. I have tried to establish a routine that both of my groups can follow, but after the work period has started, I still cannot find the time to help the pupils that really need it. Today I just realized how much individual attention is needed.

The children have improved in their attitude, but many have been falling down in their home-work assignments (7A). The problem is that they refuse to carry their books home to do their work. Also, if they take their books home, they leave them there.

The only problem that I am facing in my social studies class is to know what material I should teach and a variety of methods of teaching this material.

Interview 1

Determine when children are with you and when they begin to wander so I can vary activities.

Solution: Looked up activities and resource materials in other sources. I asked children for suggestions as to what they's like to do.

Interview 2

Getting children interested in work.

Solution: Material on their level is written on the board. I lecture to give them a background of material not in their books. In arithmetic I attempt to relate verything to their daily lives.

Strong Points

1. I try to give the children enough challenging and meaningful work. I try to see what they learn can be applied to everyday living.

2. I have a sense of humor and understand the child and his problems. I grew up in a similar neighborhood and know the problems.

After studying these cases, one striking fact is evident and this is that each student teacher is an individual and requires individual help for his own peculiar situation. There are similarities among the kinds of problems, but there are significant differences in presentation of the situations, depth of analysis, and clarity of steps in the solution of the problem. No matter how much we know about the problems we must still deal with the individual and what he brings to his own situation.

The analysis of the various groups' problems do provide information to help individuals working with student teachers. Some of the problems appear relatively simple, but to the student teacher they are important. The statements of the problem situations do serve a real purpose. They give us an insight into the student teachers' thinking, many times quite confused, which allow us to see how difficult it is for some to express themselves and analyze their problems, and how involved and complex are the problems of others. Some of the student teachers are able to present their difficulties

by revealing all facets of the problems and then are able to determine the source of the trouble. Others are so confused that they may never be able to solve their problems because they cannot or do not recognize their problems.

The data from the three questionnaires indicated that planning, classroom organization and management, teaching techniques, self, adjusting to the role of the teacher, subject matter, and homework, ranked in descending order, were the problem areas. The data from the two interviews showed that classroom organization and management, planning self (personal), teaching techniques, adjusting to the role of the teacher, subject matter, evaluation, and homework, ranked in descending order, were the problem areas. The data for the student teachers who were included in the case histories show that planning and classroom organization and management were more nearly equal in number of problems than is evident from the questionnaire and interview analyses of all the problems.[1]

Age

Younger Student Teacher
Female 19-20, or Male, 21-22

The young student teacher experiences equal difficulty with planning and classroom organization and management problems. His planning problems are concerned with selecting, organizing, and presenting subject matter most effectively for all groups in spite of range of abilities, lack of materials,

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[1] See Table XLV, p. 227.

TABLE XLV

COMPARISON OF PROBLEM AREAS IN RELATION TO AGES, CUMULATIVE GRADE POINT AVERAGES, AND ACE SCORES OF A SELECTED GROUP OF STUDENT TEACHERS

Problem Areas	Number of Problems						Total
	AGE		CGPA[a]		ACE[b]		
	Youngest N=5	Oldest N=3	Highest N=5	Lowest N=5	Highest N=5	Lowest N=7	
Planning	19	9	26	27	14	28	124
Classroom Organization .	19	6	21	15	26	24	121
Teaching Techniques . .	3	1	5	3	1	4	17
Subject Matter	..	..	..	..	..	..	...
Self	3	5	2	..	..	1	11
Adjusting to the Role of Teacher	4	..	..	2	1	2	9
Homework	..	..	..	..	..	..	...
Evaluation	..	..	1	..	1	..	2

[a]CGPA refers to cumulative grade point average.

[b]ACE refers to American Council on Education Psychological Examination.

and background of students. His classroom management problems are concerned with room organization, such as getting children settled and keeping them busy. He feels nervous while being observed and this nervousness gives a harsh quality to his voice. Because he did not realize all the duties and responsibilities that come under the guise of teaching, he had some difficulty adjusting to the role of the teacher. He tries to be friendly with the children and thinks children are mature enough to treat him as a friend and a teacher, but he learns differently. He learns he must be firmer and sterner in his relationship with children.

Older Student Teacher
Female or Male, 42-45

The older student teacher experiences almost twice as many planning problems as classroom organization and management. These planning problems center about working with groups, organizing and presenting the subject matter effectively, in a variety of ways, to meet all needs. He has difficulty with organizing and managing the class as a whole and working with the older child. The older student teacher has many personal (self) problems. Among these are lacking self confidence, finding it difficult to accept requirements as set up by the supervisor, finding it difficult to be subordinate to the cooperating teacher as far as accepting suggestions and fitting into his program. The older student often is very involved in outside work.

Cumulative Grade Point Averages

Chicago Teachers College uses the six-point scale for grading: 6.0 is equal to an A; 5.99 to 4.0, to a B; 3.99 to 2.0, to a C. The highest cumulative grade point average for this group was 5.8, the lowest was 2.4.

High CGPA Group

The student teachers included in this group had cumulative grade point averages from 5.3 to 5.8. The student who has achieved a high scholastic average spends much time preparing himself for his daily work and attempts to provide many new experiences for all groups of children. His classroom organization and management problems are diversified, but he seems able to recognize the real source of trouble: the individual within the group or some lack of organization on his part. He does find the presentation of some material rather difficult and requiring more techniques than he has on hand. His personal problems are not too serious.

Low CGPA Group

The students included in this group had minimum cumulative grade point averages of 2.4, a little better than a "C." The student who has not achieved a high scholastic average finds planning more difficult than classroom organization and management. He has a variety of planning problems and his classroom organization and management problems deal with providing recognition for the individual within the group and organizing the room for learning. Teaching techniques do not present too much of a problem and often he experiences difficulty adjusting to the role of the teacher in situations outside his immediate classroom. This may happen when he is called upon to substitute in a new room or assume a duty within the school where he is not known to the children.

American Council on Education Psychological Examination

Female or Male--ACE Percentile
Score between 98 and 89

The student teacher who has a high ACE percentile score finds classroom organization and management more of a problem than planning. His greatest source of difficulty is understanding the behavior of individual children within a group and of finding methods of dealing with this child. He does have a bit of difficulty with room organization that are conducive to good learning. He spends time preparing himself and trying to provide meaningful experiences for the children within a limited time.

Female or Male--ACE Percentile
Score between 6 and 19

The student teacher who has a low ACE percentile score finds planning more of a problem than classroom organization and management. His planning problems indicate he lacks creativity and imagination and finds it difficult to organize beyond the immediate and to work with two groups. He finds handling a class rather difficult because of a few individuals, but mainly because he feels the entire class is out of order and will not work as a group. He does find that he needs additional teaching techniques in order to put across certain points for pupils of different abilities.

As has been pointed out previously, student teachers experience a variety of problems and these problems differ in complexity and scope. The case histories are evidence of this.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study, "An Analysis and Treatment of the Problems Faced by the Student Teachers in Off-Campus Elementary Schools," was to investigate the kinds of problems faced by a selected group of student teachers during their semester of student teaching in off-campus elementary schools and to present the various approaches used to solve those problems as described by the student teachers.

This study was limited to an analysis of the problems faced by one group of student teachers from one public teacher training institution who were teaching two subjects on two different grade levels in Chicago Public Elementary Schools for one semester, twenty weeks. It was a study of the problems listed and discussed by the student teachers in relation to their student teaching experiences in these schools.

During the semester at specific times the student teachers were asked to report their three most important problems and, in addition, to discuss their major problems and how they were attempting to solve these problems. They were given no special nor formalized help in analysing their problems, although seminar sessions were devoted to problem situations. Therefore, one can assume that some student teachers did not report their major problems or were unable to determine and analyse their problems and the steps to solve these problems. It is also possible that some had more than three important problems

at the time they responded to each questionnaire.

The classifications and categorizations of the problems submitted and discussed by the student teachers were determined by the writer. She did not consult with the other counselors or the cooperating teachers to verify the presence or absence of a problem.

Fifty-four student teachers responded to questionnaires 1 and 2 and to Interview I and fifty-one responded to questionnaire 3 and Interview 2. A total of 437 problems were obtained from the three questionnaires and 105 from the two interviews. From an analysis of the problems the following categories were determined: Planning, Classroom Organization and Management, Teaching Techniques, Self (personal), Adjusting to the Role of the Teacher, Subject Matter, Evaluation, and Homework.

The conclusions, as determined by the questionnaire data, will be stated as answers to a series of questions.

I. What kinds of problems were faced by this group of student teachers during their semester of student teaching?

These students found the following areas troublesome: Problems related to Planning, Classroom Organization and Management, Teaching Techniques, Subject Matter, Role of the Teachers, Self (personal), Evaluation, and Homework.

II. What were the nature of the teaching problems faced by the student teachers?

Problems related to:

Planning
Selection, presentation, and organization of subject matter
Working with two groups
Providing for individual differences
Timing and pacing activities
General

Classroom Organization and Management
Organization and management of the classroom routines
Discipline:

Class as a whole
Understanding the behavior of individual children

Teaching Techniques
"How to" problems such as: how to present vocabulary on the child's level, how to conduct discussion in social studies, how to ask stimulating questions.

Subject Matter
Insufficient knowledge of a subject in order to handle current treatment of the subject.

Role of Teacher
Adjustment difficulties pertaining to line between student and teacher.

Self
Self improvement needs and problems concerning the personality of the student teacher in relation to his teaching situation.

Evaluation
Grading students

Homework
Getting children to assume responsibility for doing this work.

III. What kinds of problems were faced by the student teachers?

a. Do all student teachers at Chicago Teachers College face the same kinds of problems in varying degrees?

Yes, all the student teachers who participated in this study faced essentially the same kinds of problems. Planning and Classroom Organization and Management problems were listed on the questionnaires for all groups.

(1) Problem Areas in Relation to Ages of Student Teachers
All groups of student teachers between the ages of 19-45 experienced problems in planning and classroom organization and management.
Student teachers between the ages of 19-36 and 40-42 experienced teaching technique problems.
Student teachers between 19-33 and 40-45 experienced problems related to self.
Student teachers between the ages of 19-24 and 28-33 experienced problems related to the adjustment to the role of a teacher.
Student teachers between the ages of 19-24, 28-30, 34-36, and 40-42 experienced evaluation problems.

Subject matter problems were limited to student teachers in the age group of 19-24.
Homework problems were limited to students in the age group of 22-27.

(2) Problem Areas Most Frequently Experienced by Each Age Group

Ages 19-33: planning, classroom organization and management, and teaching techniques.
Ages 34-36: planning and classroom organization. Teaching techniques, evaluation, and homework all ranked third highest in the number of problems submitted.
Ages 37-39: planning and classroom organization; all this group's problems were in these two areas.
Ages 40-45: planning, classroom organization, self.

(3) Problem Areas in Relation to Cumulative Grade Point Averages of Student Teachers (A-6.0, B-5.9-4.0, C-3.9-2.0)

All groups of student teachers experienced planning, classroom organization and management, and teaching technique problems.
Student teachers having cumulative grade point averages between 2.0-5.4 experienced problems related to self.
Student teachers having cumulative grade point averages between 2.5-3.9 and 4.5-4.9 experienced problems related to the adjustment to the role of a teacher.
Student teachers having cumulative grade point averages between 2.5-3.4 experienced subject matter problems.
Student teachers having cumulative grade point averages between 2.0-4.4 and 5.0-5.4 experienced evaluation problems.
Student teachers having cumulative grade point averages between 2.5-3.4 and 4.0-4.4 experienced homework problems.

(4) Problem Areas Most Frequently Experienced by Students within Each Cumulative Grade Point Averages Grouping

Student teachers whose cumulative grade point averages were between 2.0-3.9 and 4.5-5.9 listed planning, classroom organization and management, and teaching techniques as their most important problems.
Student teachers whose cumulative grade point averages were between 4.0-4.4 listed planning, classroom organization and management, teaching technique, and self problems as their most important problems. Teaching technique and self problems were listed an equal number of times and ranked third in importance for these students.

(5) Problem Areas in Relation to Experiential Background of Student Teachers

All groups experienced problems related to planning, classroom organization and management, teaching techniques, and self.

Student teachers having experience in the work world and with children listed problems related to the adjustment to the role of a teacher.
All groups except those having no experience in the world and no experience with children listed evaluation problems.
Student teachers having experience in the work world and with children and only experience with children listed homework problems.

(6) Problem Areas Most Frequently Experienced by Student Teachers Having Varied Experiential Backgrounds: Experience in the work world and with children, experience only with children, experience only in the work world, neither kind of experience.
All groups experienced problems in planning, classroom organization and management, and teaching techniques.
Student teachers having only one kind of experience found planning and classroom organization and management equally difficult.
Student teachers having neither kind of experience found classroom organization and management most difficult, listing almost twice as many problems in this area as in all other areas combined.

(7) Problem Areas in Relation to Subjects Taught by Student Teachers
All groups except one student teacher who taught spelling experienced planning problems.
All groups except two student teachers who taught music and spelling experienced classroom organization and management problems.
Student teachers who taught science, social studies, arithmetic, language arts, music, and spelling experienced teaching technique problems.
Student teachers who taught home mechanics, science, social studies, arithmetic, and language arts experienced problems related to the adjustment to the role of the teacher.
Student teachers who taught arithmetic, home mechanics, library, science, social studies, and language arts experienced problems related to self.
Student teachers who taught science, social studies, and music experienced subject matter problems.
Student teachers who taught art, home mechanics, science, social studies, and arithmetic experienced evaluation problems.
Student teachers who taught arithmetic, science, and social studies experienced homework problems.

(8) Problem Areas Most Frequently Experienced by Student Teachers Who Taught Each Subject Area
Student teachers who taught arithmetic, language arts, science, and social studies listed planning, classroom organization and management, and teaching techniques most often.
Student teachers who taught art, home mechanics, library, and physical education listed planning and classroom organization and management problems most frequently. Problems relating to self and evaluation ranked third with this group.

Student teachers who taught music listed teaching technique, planning and subject matter problems most frequently. The latter two were listed an equal number of times.
Student teacher who taught spelling listed only one problem related to teaching techniques.

(9) Problem Areas in Relation to Grades Taught by Student Teachers
All groups in all grade levels experienced problems in planning, classroom organization and management, and teaching techniques.
Student teachers who taught grades 2 through 4 and 6 through 8 experienced problems related to self.
Student teachers who taught grades 3 through 4 and 6 through 8 experienced problems related to the adjustment to the role of a teacher.
Subject matter problems were limited to students who taught grades 5, 7, and 8.
Evaluation problems were limited to students teaching grades 3, 6, and 7.
Homework problems were limited to students teaching grades 5, 6, and 7.

(10) Problem Areas Most Frequently Experienced by Student Teachers Who Taught Each Grade Level
Student teachers who taught grades 3, 4, 5, 6, 7, and 8 experienced planning, classroom organization and management, and teaching technique problems.
Student teachers who taught grade 4 listed 23 planning problems representing 46.93 per cent of their problems. This group experienced more planning problems in relation to all their problems than any other group.
Student teachers who taught grade 6 listed 37 classroom organization and management problems in relation to all their problems than any other group.
Student teachers who taught grade 4 listed 9 teaching technique problems representing 18.37 per cent of their problems. This group experienced more teaching technique problems in relation to all their problems than any other group.

b. Are certain problems peculiar to various age/grade levels or subject areas?

Yes, although student teachers who taught all grade levels and subject areas experienced problems in planning, classroom organization and management, teaching techniques, one noticed a cluster of specific problems occurring in certain grades. (See Table XLVI, following).

TABLE XLVI

COMPARISON OF PROBLEM AREAS OCCURRING MOST FREQUENTLY IN SELECTED GRADES TAUGHT BY STUDENT TEACHERS AS REVEALED BY THREE QUESTIONNAIRES

Rank in Descending Order	Problem Areas					
	Planning		Classroom Organization		Teaching Techniques	
	Grade	Percentage	Grade	Percentage	Grade	Percentage
1	4	46.93	6	50.68	4	18.37
2	5	45.45	8	45.00	5	11.36
3	8	45.00	5	38.63	3	11.11
4	7	42.19	7	31.25	8	10.00

One also noted specific problems relative to subject areas taught by the student teachers (see Table XLVII).

TABLE XLVII

COMPARISON OF PROBLEM AREAS OCCURRING MOST FREQUENTLY IN SELECTED SUBJECT AREAS TAUGHT BY STUDENT TEACHERS AS REVEALED BY THREE QUESTIONNAIRES

Rank in Descending Order	Problem Areas					
	Planning		Classroom Organization		Teaching Techniques	
	Subject	Percentage	Subject	Percentage	Subject	Percentage
1	Arithmetic	48.48	Language Arts	48.48	Arithmetic	14.14
2	Social Studies	45.36	Social Studies	36.09	Language Arts	12.12
3	Science	44.91	Arithmetic	34.34	Social Studies	9.28
4	Language Arts	39.40	Science	30.28	Science	7.62

In relation to the specific problems for each grade level:

(1) Planning and teaching technique problems presented the greatest difficulty to student teachers who taught grade 4.

(2) Classroom organization and management presented the greatest difficulty to student teachers who taught grade 6.

(3) Planning and classroom organization and management problems presented equal difficulty to student teachers who taught grade 8.

In relation to specific problems for each subject area:

(1) Planning and teaching technique problems presented greatest difficulty for students who taught arithmetic.

(2) Classroom organization and management problems presented greatest difficulty for students who taught language arts.

c. Are certain problems experienced by students of the same sex, age grouping, transfer student, four-year Chicago Teachers College student?

Yes, to a limited degree. The questionnaire data show:

Sex

(1) The only problem limited to female students was subject matter.

(2) All other problems were experienced by both sexes; however there was slight variation in a few areas:
   (a) female students listed 46.41 per cent of their problems under planning and male students 38.89 per cent.
   (b) male students listed 35.42 per cent of their problems under classroom organization and management and females 31.05 per cent.
   (c) Most problem areas were quite comparable, but in two areas: self and homework, there was a notable difference: male students submitted 9.03 per cent of their problems under self and female only 4.78 per cent here. Male students submitted 2.08 per cent of their problems under homework and females only .37 per cent.

Age

(1) All student teachers between the ages of 19-45 experienced planning and classroom organization and management problems.

(2) Planning problems presented greatest difficulty for students between the ages of 43-45.

(3) Classroom organization and management problems presented the greatest problems for students between the ages of 25-27.

(4) Teaching technique problems presented the greatest difficulty for students between the ages of 31-33, but no difficulty to students ages 37-39 and 43-45.

(5) Problems related to self presented most difficulty for the older students between 40-45, but no problem to students ages 34-39.

(6) Subject matter problems were limited to students between the ages of 19-24.

(7) Older students between the ages of 34-45 experienced no difficulty adjusting to the role of the teacher.

Transfer Students and Four-Year Chicago Teachers College Students

(1) Subject matter was the only problem limited to the four-year Chicago Teachers College students.

(2) All other problems were experienced by both groups.

(3) Most areas were quite comparable, but there was one exception: problems related to self were more of a problem to the transfer student than to the four-year Chicago Teachers College student. The former listed 7.50 per cent of their problems in this area; the latter only 4.17 per cent.

(d) Are certain problems experienced by the majority of students at definite periods during the student teaching semester?

Yes:

(1) Planning problems presented greatest difficulty during the first five weeks of the semester and gradually decreased as the semester went on. However, planning problems always ranked as the number one problem.

(2) Classroom organization and management became most serious as a problem during the second five week period and always ranked second as a problem area. During the first and third periods this problem area was almost of equal difficulty.

(3) Teaching technique problems presented greatest difficulty during the first five weeks and gradually decreased. The problems submitted on the second and third questionnaire related to teaching techniques decreased markedly. The teaching technique problems on questionnaires 2 and 3 taken together equalled those submitted on questionnaire 1.

(4) Self problems presented the greatest difficulty during the latter part of the semester.

(5) Adjusting to the role of the teacher became more serious during the middle of the semester and decreased slightly during the latter part.

(6) Evaluation was a serious problem during the middle of the semester and at no other time.

(e) Is there any relationship between academic scholarship and problem areas?

Yes, to a slight degree, there is a relationship. All student teachers experienced planning, classroom organization and management, and teaching technique problems. In relation to specific problems for each group:

(1) Planning presented greatest difficulty for students whose cumulative grade point averages were 2.0-2.4.

(2) Classroom management and organization presented greatest difficulty for students whose cumulative grade point averages were 5.5-5.9.

(3) Teaching technique problems presented the greatest difficulty for students whose cumulative grade point averages were 4.5-4.9.

(4) Self problems were of most difficulty to students whose cumulative grade point averages were 5.0-5.4, but were no problem to students whose averages were 5.5-5.8.

(5) Adjusting to the role of the teacher was of most difficulty to students whose cumulative grade point averages were 3.5-3.9 and 2.5-2.9. This area was no problem to students with cumulative averages 4.0-5.9.

(f) Do the student teachers experience identical problems in both situations?

Yes, to a slight degree.

(1) Planning, self, and adjusting to the role of the teacher occurred most frequently in the two subject areas and in the two grade levels.

(2) Student teachers who taught music and science and arithmetic and social studies indicated that classroom organization and management was a common problem in both situations. No other student teachers noted this problem in the two subject areas.

(3) Student teachers who taught grades 5 and 7 and 4 and 7 noted that classroom organization and management was a common problem occurring in both grade levels.

The conclusions as determined by the interview data will also be stated as answers to a series of questions. The kinds of problems and nature of the problems faced by the student teachers were the same as those stated under questionnaire data conclusions.

III. What kinds of problems were faced by the student teachers?

a. Do all student teachers at Chicago Teachers College face essentially the same kinds of problems?

Yes, the student teachers who participated in this study faced essentially the same kinds of problems.

(1) Problem areas in Relation to Ages of Student Teachers

32 student teachers ages 19-27, 31-36, 40-42 experienced planning problems.
38 student teachers ages 19-27, 31-36, 43-45 experienced classroom organization and management problems.
11 student teachers ages 19-30 and 43-45 experienced teaching technique problems.
12 student teachers ages 19-27, 34-42 experienced problems related to self.
4 student teachers ages 19-24 experienced problems adjusting to the role of the teacher.
2 student teachers ages 22-24 and 31-33 experienced subject matter problems.

(2) Problem Areas Most Frequently Experienced by Each Age Group

The following age groups found classroom organization and management to be their most difficult problem. Included in each list are those problem areas ranking second and third in importance to the group.

19-21: planning, teaching techniques, adjusting to the role of the teacher.
22-24: planning, teaching techniques, self.
28-30: teaching techniques.
43-45: teaching techniques.

The following age groups found planning to be their most difficult problems. Included in each list are those problem areas ranking second and third in importance to the group.

25-27: classroom organization, subject matter.
31-33: classroom organization.

34-36: classroom organization and problems related to self.
The other groups found their important problems to be:
37-39: self.
40-42: self, planning, homework.

(3) Problem Areas in Relation to Cumulative Grade Point Averages of Student Teachers (A-6.0, B-5.9-4.0, C-3.9-2.0)

32 students whose cumulative grade point averages were from 2.4-5.8 experienced planning problems.
38 students whose cumulative grade point averages were 2.0-4.9 and 5.5-5.9 experienced classroom organization and management problems.
11 students whose cumulative grade point averages were 2.0-3.4 and 4.5-4.9 experienced teaching technique problems.
12 students whose cumulative grade point averages were 2.0-4.4 and 5.0-5.9 experienced problems related to self.
4 students whose cumulative grade point averages were 2.5-3.4 and 4.5-4.9 experienced role problems.

(4) Problem Areas Most Frequently Experienced by Students within Each Cumulative Grade Point Grouping

The following groups found classroom organization and management to be their most serious problem. Included in each listing are their next two most difficult problem areas:
2.0-3.4: planning, teaching technique problems.
4.0-4.4: planning, self problems.
The following groups found planning to be their most serious problem. Included in each listing are their next two most difficult problem areas:
3.5-3.9: classroom organization and self.
5.0-5.9: self and 5.5-5.9 indicated classroom organization as their third most serious problem.
4.5-4.9: classroom organization, teaching technique and evaluation problems were equally serious for this group.

(5) Problem Areas in Relation to Experiential Background of Student Teachers

All groups except those having no experience in the work world or with children experienced planning problems. All groups experienced classroom organization and management problems. All groups experienced teaching technique problems. All groups except those who had only experience with children experienced problems related to self. Only students having both experience in the work world and with children experienced problems related to adjusting to the role of teacher. Subject matter problems were experienced by students having both work and child experience.

(6) Problem Areas Most Frequently Experienced by Student Teachers Having Varied Experiential Backgrounds

Classroom organization and management was the most difficult problem

for the following groups. Included in the lists are their next two most difficult problems:
Students having both kinds of experience: planning, self, teaching technique problems.
Students having only work experience: planning, teaching technique problems.
Students having neither kind of experience: teaching technique, and self problems. However, classroom organization problems accounted for two-thirds of their problems.
Students having only experience with children found planning most difficult with classroom organization and role problems ranking second and third.

(7) Problem Areas in Relation to Subjects Taught by Student Teachers
32 student teachers who taught arithmetic, language arts, physical education, science, music, social studies, experienced planning problems.
38 student teachers who taught arithmetic, art, home mechanics, science, social studies, music, experienced classroom organization and management problems.
11 student teachers who taught arithmetic, language arts, social studies, science, experienced teaching technique problems.
12 student teachers who taught arithmetic, science, social studies, language arts, art, experienced problems related to self.
4 student teachers who taught language arts, social studies, arithmetic, science and art, experienced problems related to adjustment to the role of teacher.

(8) Problem Areas Most Frequently Experienced by Student Teachers Who Taught Each Subject Area
Classroom organization was the most serious problem for the following groups. Included in each group listing are problems ranking second and third.
Arithmetic: planning, teaching techniques and self. Teaching techniques and self each ranked third.
Science: planning and self.
Social studies: planning and teaching techniques.

Planning was the most important problem for students who taught language arts with teaching techniques, self, and adjusting to the role of teacher all ranking second.

(9) Problem Areas in Relation to Grades Taught by Student Teachers
Student teachers who taught grades 3-8 found planning and classroom organization and management to be a problem.
Student teachers who taught grades 3A/4B, 5, 6, 7 experienced teaching technique problems.
Student teachers who taught grades 3-8 experienced problems related to self.

Student teachers who taught grades 2A/3B, 5, 6, 7, 8 experienced problems related to adjusting to the role of the teacher.
Student teachers who taught grades 4 and 6 discussed subject matter problems.
Student teachers who taught grades 7 and 8 experienced evaluation problems.

(10) Problem Areas Most Frequently Experienced by Student Teachers Who Taught Each Grade Level

Classroom organization and management was the most serious problem for the following groups. Included in each listing were problems ranking second and third:
Grade 3: planning.
Grades 3A/4B: self, teaching techniques.
Grades 6 and 7: planning and teaching techniques.
Grades 7A/8B: planning.
Grade 8: planning.

Planning was most important to students who taught grade 4: classroom organization was second and subject matter ranked third.
Grade 5: classroom organization.

b. Are certain problems peculiar to various age/grade levels or subject areas?

Yes, although all student teachers who taught in grades 3-8 experienced planning and classroom organization and management problems, there were a few problem areas occurring quite often in certain grades (see Table XLVIII).

In relation to specific problems for each grade level:

(1) Classroom organization presented the greatest difficulty to student teachers who taught grade 3.

(2) Planning presented the greatest difficulty to student teachers who taught grade 5.

(3) Teaching technique problems presented the greatest problems to students who taught grades 5A/6B.

One also noted specific problems relative to subject areas (see Table IL):

(1) Planning problems presented the greatest difficulty to student teachers who taught language arts.

(2) Classroom organization and management presented the greatest difficulty to students who taught arithmetic.

TABLE XLVIII

COMPARISON OF PROBLEM AREAS OCCURRING MOST FREQUENTLY IN SELECTED GRADES TAUGHT BY STUDENT TEACHERS AS REVEALED BY INTERVIEWS

Rank in Descending Order	Problem Areas					
	Classroom Organization		Planning		Teaching Techniques	
	Grade	Percentage	Grade	Percentage	Grade	Percentage
1	3	83.33	5	75.00	5A/6B	37.50
2	7A/8B	75.00	4	66.67	6	21.43
3	6	57.14	7	30.00	3A/4B	20.00
4	7	40.00	6	21.43	7	15.00

TABLE IL

COMPARISON OF PROBLEM AREAS OCCURRING MOST FREQUENTLY IN SELECTED SUBJECT AREAS TAUGHT BY STUDENT TEACHERS AS REVEALED BY INTERVIEWS

Rank in Descending Order	Problem Areas					
	Classroom Organization		Planning		Teaching Techniques	
	Subject	Percentage	Subject	Percentage	Subject	Percentage
1	Arithmetic	50.00	Language Arts	40.00	Social Studies	22.72
2	Social Studies	45.45	Science	37.50	Language Arts	20.00
3	Science	43.75	Arithmetic	33.33	Arithmetic	8.33
4	.....	.....	Social Studies	22.72	.....	.....

(3) Teaching technique problems presented the greatest difficulty to students who taught arithmetic.

c. Are certain problems experienced by students of the same sex, age grouping, transfer student, four-year Chicago Teachers College student?

Yes, to a limited degree. The interview data show:

Sex

(1) The only problem limited to female students was one concerned with evaluation of pupils.

(2) All other problems were experienced by both sexes; however, there was slight variation in a few areas:
(a) Male students listed 12.50 per cent of their problems as planning problems and female students 38.55 per cent of theirs.
(2) All other problems were experienced by both sexes; however, there was slight variation in a few areas:
(a) Male students listed 12.50 per cent of their problems as planning problems and female students 38.55 per cent of theirs.
(2) male students listed 42.10 per cent of their problems as classroom organization and management; whereas, the female students listed 30.13 per cent in this area.
(c) male students listed 27.28 per cent of their problems as teaching technique problems; whereas, female students listed only 10.95 per cent in this area.

Age

(1) All age groups except those 40-42 experienced planning or classroom organization and management problems.

(2) Planning problems presented the greatest difficulty to students between the ages of 31-33.

(3) Classroom organization and management problems presented the greatest difficulty to students between the ages of 22-24.

(4) Teaching technique problems presented the greatest difficulty to students ages 19-21; students ages 31-42 had no difficulty here.

(5) Problems related to self were most important to students ages 34-42, but were no problem to students ages 25-33.

(6) Problems related to the adjustment to the role of teacher presented problems to students ages 19-21.

(7) Subject matter problems were limited to students ages 25-27.

Transfer Students and Four-Year Chicago Teachers College Students

(1) Homework was the only problem limited to transfer students.

(2) All other problem areas were experienced by both groups.

(3) Most areas were quite comparable with two exceptions: regular four-year Chicago Teachers College students listed 6.97 per cent of their problems under adjusting to the role of the teacher; the transfer students listed only 1.61 per cent in this area. The Four-Year Chicago Teachers College students listed 6.97 per cent of their problems under self; whereas, transfer students listed 14.51 per cent in this area.

d. Are certain problems experienced by the majority of students at definite periods during the student teaching semester?

Yes:

(1) Classroom organization and management was the most serious problem to the students at the tenth week interview and ranked first. It decreased in number during the latter part of the semester and ranked second at this time.

(2) Planning ranked second in difficulty at the tenth week interview, but first at the end of the semester.

(3) Teaching technique problems presented greatest difficulty at the tenth week interview, but decreased in difficulty toward the end of the semester.

(4) Self problems tripled from the first interview to the second.

(5) Other problem areas remained fairly stable.

e. Is there any relationship between academic scholarship and problem areas?

Yes, to a slight degree there is a relationship.

(1) All student teachers from 2.0-5.9 (cumulative grade point averages) experienced either classroom organization or planning or both as their major problem areas.

(2) Planning problems presented greatest difficulty for students whose cumulative grade point averages were 5.0-5.4.

(3) Classroom organization and management presented greatest difficulty to students whose cumulative grade point averages were 4.0-4.4.

(4) Teaching technique problems presented greatest difficulty to students whose cumulative grade point averages were 4.5-4.9.

(5) Problems related to self were most difficult for students whose cumulative grade point averages were 5.5-5.9. Students having 5.0-5.4 also had great difficulty in this area.

(6) Adjusting to the role of the teacher presented most problems for students whose cumulative grade point averages were 4.5-4.9. This proved no problem area for students having a cumulative grade point average of 5.0-5.9.

f. Do the student teachers experience identical problems in both situations?

Yes, to a slight degree. Planning, classroom organization and management, and problems related to self occurred most frequently in the two subject areas and on two grade levels.

One can conclude that all student teachers face similar problems after analyzing the questionnaire and interview data:

1. All the student teachers who participated in the study faced essentially the same kinds of problems in varying degrees. Planning and classroom organization and management were the two areas presenting most difficulty. According to the questionnaire data, teaching technique problems ranked third and on the interviews, self (personal) problems ranked third.
2. Certain problem areas are peculiar to various age/grade levels. Although all student teachers who taught in grades 3 through 8 experienced planning and classroom organization and management problems, there were a few problem areas occurring in certain grades and subject areas:
   a. According to questionnaire data, planning and teaching technique problems presented greatest difficulty to student teachers who taught grade 4, and classroom organization and management presented greatest difficulty to student teachers who taught grade 6.

b. According to the interview data, planning presented the greatest difficulty to student teachers who taught grade 5, classroom organization and management to student teachers who taught grade 3, and teaching technique problems to student teachers who taught grade 6.

c. According to questionnaire data, planning and teaching technique problems presented greatest difficulty for students who taught arithmetic, and classroom organization and management to students who taught language arts.

d. According to interview data, planning problems presented greatest difficulty for students who taught language arts, classroom organization and management presented greatest difficulty to students who taught arithmetic, and teaching technique problems to students who taught arithmetic.

3. There are certain problems experienced by students of the same sex, age grouping, transfer students, and four-year Chicago Teachers College to a limited degree.

a. According to the questionnaire data, only female students experienced subject matter problems and according to the interview data only female students experienced difficulty with evaluation problems.

b. Male students had more difficulty with classroom organization and management than did the female students.

c. Female students had more difficulty with planning problems than did the male students.

d. According to the questionnaire data, planning problems presented

greatest difficulty for students between the ages of 43-45, and according to the interview data for those between 31-33.

e. According to both sources classroom organization and management presented greatest problems for students ages 25-27 and 22-24, respectively.

f. Self (personal) problems provided greater difficulty for the older students.

g. Homework problems were limited to transfer students and subject matter to the four year Chicago Teachers College students, according to interview and questionnaire data, respectively.

4. The majority of students experienced certain problems at definite periods during the semester.

a. According to the questionnaire data, planning problems presented greatest difficulty during the first five weeks of the semester and gradually decreased as the semester went on. However, planning problems always ranked as the number one problem.

b. According to the questionnaire data, classroom organization and management became most serious at the tenth week and always ranked second in difficulty.

c. According to the interview data, classroom organization and management ranked first in difficulty at the tenth week and second in difficulty at the end of the semester.

d. According to the interview data, planning ranked second in difficulty at the tenth week and first at the end of the semester.

e. Self (personal) problems were more of a problem at the end of the semester.

5. There is a very slight relationship between academic scholarship and problem areas.

a. According to the questionnaire data, planning presented greatest difficulty for students having cumulative grade point averages of 2.0-2.4, equivalent to a C. Classroom organization and management presented greatest difficulty for students having cumulative grade point averages of 5.5-5.9, equivalent to almost an A.

b. According to interview data, planning presented greatest difficulty to students having cumulative grade point averages of 5.0-5.4. Classroom organization and management presented greatest difficulty for students having cumulative grade point averages of 4.0-4.4.

c. According to questionnaire and interview data, teaching technique problems presented greatest difficulty to students having cumulative grade point averages of 4.5-4.9.

d. Problems related to self (personal) were more of a problem to the brighter students (5.0 and above) according to both sources.

6. Student teachers experienced identical problems in both situations to a slight degree: According to both sources planning and self (personal) problems occurred most frequently in both situations.

This study, although extended over only one school semester and involving a limited number of student teachers, should be of value to those who work with student teachers or are involved in other areas of pre-service teacher education programs. Such a study focuses our attention sharply upon the needs

of the student teachers who will soon be part of the teaching profession where they will be expected to assume all responsibilities and fulfill all demands associated with teaching. A few of the student teachers' problems will disappear after the initial experience; however, other problems will become more serious and will often prevent him from becoming as effective a teacher as he might be. Experience alone will not solve, nor will it help him answer, his problems. But knowing the major areas of difficulty should enable those concerned with planning pre-service programs to select meaningful and helpful experiences in the major problem areas that will strengthen the student teacher's preparation. These experiences should help the student teachers gain a better understanding of and competence in situations that are difficult for them and for new teachers.

Although there are individual differences among the student teachers and their problems differ in complexity and scope, there is a similarity among the kinds of problems experienced by student teachers in off-campus public elementary schools, according to an analysis of the questionnaires and interviews. The recommendations have been made on the basis of an analysis of the data:

1. The pre-service teacher education curriculum should be organized so that student teachers have opportunities to have direct contact with children in numerous school situations during their four years of college.
2. Student teachers need to be given more opportunities for observing planning for, and working with small groups of children outside the classroom and with two or three sub-groups within the classroom.

3. Student teachers need more experience observing, planning for, and working with above average and below average children in a variety of classroom situations and subject areas.
4. Student teachers need opportunities to observe and work with teachers who are highly skilled in handling children with behavior and emotional problems. Student teachers need to gain an understanding of the individual child and the ways and means available for helping him achieve within his limits.
5. Student teachers need more experiences in performing the various classroom activities included as part of the teacher's responsibilities.
6. Cooperating teachers should be made aware of the areas presenting greatest difficulty to student teachers and should be helped to select appropriate learning experiences that will be most beneficial to the student teacher.
7. Areas presenting greatest difficulty should be given special attention during seminar sessions and in individual counseling sessions.
8. During the semester, seminar discussions should be devoted to problem situations. Discussions based upon the student teachers' immediate and far-reaching problems would help them identify the real sources of the problems, note various relationships and implications, and evaluate the approaches and methods applicable to the problem in terms of the individual situation.

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APPENDIX I

General Elementary Curriculum

FIRST YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Art 123, Basic Visual Design	2	Art 124, Advanced Visual Design	3
Bi. Sc. 107, Biological Science I	3	Bi. Sci. 108, Biological Science II	3
Eng. 119, Composition I	3	Eng. 120, Composition II[1]	3
Geog. 104, World Regional Geography	3	I. A. 106, Elem. Industrial Arts	2
Music 110, Fundamentals of Music	3	Math. 103, College Mathematics	5
Psyc. 115, Problems of Personal Adj.	0	P. E. 113, Physical Fitness II	1
Speech 101, Fundamentals of Speech or 102, Voice and Articulation	2		
P. E. 112, Physical Fitness I	1		

SECOND YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Engl. 123, Intro. to Literature	3	Bi. Sci. 201, Microbiology and Human Physiology	4
History 103, Western Civilization, 1600	4	Eng. 124, Readings in Literature or 116, American Literature	3
Phys. Sci. 101, Physical Science I	3	Phys. Sci. 102, Physical Science II	3
Psyc. 110, General Psychology	3	P. E. 206, First Aid and Safety	1
Elective	3	Elective	3
Physical Education Activity[2]	1	Psyc. 205, Intro. to Child Development	3

THIRD YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	16 HOURS
Ed. 238, Philosophy and Organization of American Public Education	4	Econ. 151 or 152, Principles of Economics or Soc. 201, Social Dynamics	3
Hist. 203, American History, 1865	3	Ed. 242, Principles of Teaching	4
Music 109, Repertoire and Conducting	2	Eng. 202, Children's Literature	3
Psyc. 206, Educational Psychology	3	Pol. Sci. 203, American National Government	3
Elective	3	Music 206, Understanding and Appreciation	2
		P. E. 204, Health Education	1

General Elementary Curriculum (Continued)

FOURTH YEAR

FIRST SEMESTER	14 HOURS	SECOND SEMESTER	15 HOURS
Art 205, Art Education in the Elementary School....	2	Ed. 223, Elem. Student Teaching.....	6
Eng. 206, Teaching of Language Arts in the Elementary School.....	3	Ed. 224, Elem. Student Teaching Seminar.....	3
Math 205, Teaching of Arithmetic in the Elementary School.....	2	Electives.....	6
Sci. 209, Teaching Science in the Elementary School.	2		
Music 202, Teaching Music, Grades 3, 4, and 5.....	2		
Elective.....	3		

Total Credit Hours 128

[1]Qualified students may substitute English 154 for English 120.

[2]One of the following courses to be taken during sophomore year: Physical Education 115, 116, 117, 118, 119, 120, 127.

TEACHING MAJOR ELEMENTARY CURRICULUM[1]

FIRST YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Art 123, Basic Visual Design.....	2	Art 124, Advanced Visual Design...	3
Bi. Sci. 107, Biological Science I	3	Bi. Sci. 108, Biological Science II	3
Eng. 119, Composition I.....	3	Eng. 120, Composition II[2].....	3
Geog. 104, World Regional Geography	3	I.A. 106, Elem. Industrial Arts...	2
Music 110, Fundamentals of Music..	3	Math. 103, College Mathematics....	5
Psyc. 115, Problems of Personal Adj.	0	P.E. 113, Physical Fitness II.....	1
Speech 101, Fundamentals of Speech or 102, Voice and Articulation...	1		

SECOND YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Eng. 123, Intro. to Literature.....	3	Bi. Sci. 201, Microbiology and Human Physiology.....	4
Hist 103, Western Civilization, 1600.....	4	Eng. 124, Readings in Literature or 116, American Literature.....	3
Phys. Sci. 101, Physical Science I.	3	Phys. Sci. 102, Physical Science II	3
Psyc. 110, General Psychology.....	3	Psyc. 205, Intro. to Child Development.....	3
Elective.....	3	Elective.....	3
Physical Education Activity[3].....	1	P.E. 206, First Aid and Safety....	1

THIRD YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	16 HOURS
Ed. 238, Philosophy and Organization of American Public Education.....	4	Econ. 151 or 152, Principles Economics or Social 201, Social Dynamics.....	3
History 203, American History, 1865	3	Ed. 242, Principles of Teaching...	4
Music 206, Understanding and Appreciation.....	2	Eng. 202, Children's Literature...	3
Psyc. 206, Educational Psychology..	3	Pol. Sci. 203, American National Government.....	3
Elective.....	3	Elective.....	3

FOURTH YEAR

FIRST SEMESTER	14 HOURS	SECOND SEMESTER	15 HOURS
Eng. 206, Teaching of Language Arts in the Elementary School....	3	Ed. 244, Elementary Student Teaching and Seminar.....	6
Math 205, Teaching of Arithmetic in the Elementary School.....	2	Electives.....	9
P. E. 204, Health Education.....	1		
Sci. 209, The Teaching of Elementary Science, Grades 3-8.....	2		

TEACHING MAJOR ELEMENTARY CURRICULUM (Continued)

Electives..... 6 TOTAL CREDIT HOURS 128

[1]In general this is the basic curriculum followed by students pursuing teaching majors in art, biology, English, history, home mechanics, mathematics, music, and physical education. The basic curriculum for some teaching major students will vary slightly from this pattern. For these variations and a statement as to what courses constitute a teaching major consult the course descriptions of the departments concerned.

[2]Qualified students may substitute English 154 for English 120.

[3]One of the following courses to be taken during sophomore year: Physical Education 115, 116, 117, 118, 119, 120, 127.

KINDERGARTEN-PRIMARY CURRICULUM

FIRST YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Art. 123, Basic Visual Design	2	Art 124, Advanced Visual Design	3
Bi. Sci. 107, Biological Science I.	3	Bi. Sci. 108, Biological Science II	3
Eng. 119, Composition I	3	Eng. 120[1], Composition II	3
Geog. 104, World Regional Geography	3	I. A. 106, Elementary Ind. Arts	2
Music 110, Fundamentals of Music	3	Math. 103, College Mathematics	5
Psyc. 115, Problems of Personal Adj	0	P.E. 113, Physical Fitness II	1
Speech 101, Fundamentals of Speech or 102, Voice and Articulation	2		
P. E. 112, Physical Fitness I	1		

SECOND YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
English 123, Intro. to Literature	3	Bi. Sci. 201, Microbiology and Human Physiology	4
Hist. 103, Western Civilization, 1600	4	Eng. 124, Readings in Literature or 116, American Literature	3
Phys. Sci. 101, Physical Science I.	3	Phys. Sci. 102, Physical Science II	3
Psyc. 110, General Psychology	3	Psyc. 205, Intro. to Child Development	3
Elective	3	P. E. 206, First Aid and Safety	1
Physical Education Activity[2]	1	Elective	3

THIRD YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	15 HOURS
Ed. 238, Philosophy and Organization of American Public Education	4	Ed. 239KgP, Language Arts in the KgP Grades	3
Hist. 203, American History, 1865	3	P. E. 204, Health Education	1
Music 206, Understanding and Appreciation	2	Pol. Sci. 203, American National Government	3
Psyc. 206, Education Psychology	3	Sociol. 201, Social Dynamics	3
Elective	3	Ed. 227KgP, Teaching Reading in the Primary Grades	3
		Ed. 240KgP, Orientation to Teaching	2

KINDERGARTEN-PRIMARY CURRICULUM (Continued)

FOURTH YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	15 HOURS
Ed. 228KgP, Play and Rhythmic Expression	2	Ed. 223KgP, Student Teaching	6
Ed. 229KgP, Arts and Crafts in KgP Grades	2	Ed. 224KgP, Student Teaching Seminar	3
Ed. 241KgP, Social Studies, Science and Numbers in KgP Grades	6	Electives	6
Elective	3		
Eng. 209, Literature for Children in KgP Grades	2		

Total Credit Hours 128

[1]Qualified students may substitute English 154 for English 120.

[2]One of the following courses to be taken during sophomore year: Physical Education 115, 116, 117, 118, 119, 120, 127.

ELEMENTARY CURRICULA FOR JUNIOR COLLEGE GRADUATES

For the benefit of persons who find it convenient to complete a substantial portion of their College work at another accredited institution, for example, at the Chicago City Junior College branch nearest their homes, the Chicago Teachers College has instituted two-year, senior college level programs which prepare students for elementary school teaching. Students may elect to take these programs at any Campus of the Chicago Teachers College.

Students wishing to take the Senior College Level Program at the Chicago Teachers College may take their freshman and sophomore years at any fully accredited college. They are advised, however, to pursue as closely as possible the curriculum outlined below, which is given in terms of the course titles and numbers used in the Chicago City Junior College; otherwise a transferring student may have deficiencies to remove after entering the Chicago Teachers College.

Students interested in teaching special subjects, such as Home Mechanics or Physical Education, are advised to enroll at the main campus of Chicago Teachers College after completing one year of the pre-teaching curriculum indicated below.

These students interested in teaching Business Education or Industrial Education in the Chicago Public High Schools who desire to enroll later at Chicago Teachers College for such preparation are advised to consult the Admissions Counselor at Chicago Teachers College before registering for courses at the Chicago City Junior College.

SUGGESTED CURRICULUM AT JUNIOR COLLEGE LEVEL

FIRST YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Eng. 101	3	Eng. 102	3
Soc. Sci. 101	3	Soc. Sci. 102	3
Biol. 111	4	Biol. 112	4
Art 141 or 150	2	Music 111	3
Couns. 101 or Psyc. 115	2	Geog. 101	3
Speech 141	2	Physical Education	1
Physical Education	1		

SECOND YEAR

FIRST SEMESTER	16 HOURS	SECOND SEMESTER	16 HOURS
Humanities 201	3	Humanities 202	3
Phys. Sci. 101	3	Phys. Sci. 102	3
Elective	3	Literature 117	3
Math. 101	3	Hist. 112	3
Psyc. 201	3	Math. 102	3
Physical Education	1	Physical Education	1

SENIOR COLLEGE LEVEL CURRICULA

Two curricula are offered to transfer students at the Senior College Level: the General Elementary Curriculum (Grades 3-8) and the Kindergarten-Primary Curriculum (Kindergarten and Grades 1-3). These curricula follow.

SENIOR COLLEGE LEVEL PROGRAMS[1]

GENERAL ELEMENTARY CURRICULUM

THIRD YEAR

FIRST SEMESTER	15-18 HOURS	SECOND SEMESTER	15-18 HOURS
Ed. 238, Philosophy and Organization of American Public Education	4	Ed. 242, Principles of Teaching...	4
Psych. 205, Intro. to Child Development	3	Eng. 202, Children's Literature...	3
Electives	8-11	P. E. 206, First Aid and Safety...	1
		P. E. 204, Health Education.....	1
		Psych. 206, Educational Psychology	3
		Electives	3-6

FOURTH YEAR

FIRST SEMESTER	15-18 HOURS	SECOND SEMESTER	15-18 HOURS
Eng. 206, Teaching of Language Arts in the Elementary School	3	Ed. 223, Elementary Student Teaching	6
Math. 205, Teaching of Arithmetic in the Elementary School	2	Ed. 224, Elementary Student Teaching Seminar	3
Sci. 209, Teaching of Elementary Science, Grade 3-8	2	Electives	6-9
Electives	8-11		

KINDERGARTEN-PRIMARY CURRICULUM

THIRD YEAR

FIRST SEMESTER	15-18 HOURS	SECOND SEMESTER	15-18 HOURS
Ed. 238, Philosophy and Organization of American Public Education	4	Ed. 239KgP, Language Arts in the KgP Grades	3
Psych. 205, Intro. to Child Development	3	Ed. 227KgP, Teaching Reading in the Primary Grades	3
P. E. 204, Health Education.....	1	Ed. 240KgP, Orientation to Teaching	2
P. E. 206, First Aid and Safety..	1	Psych. 206, Educational Psychology	3
Electives	6-9	Electives	4-7

KINDERGARTEN-PRIMARY CURRICULUM (Continued)

FOURTH YEAR

FIRST SEMESTER	15-18 HOURS
Eng. 209, Literature for Children in the KgP grades	2
Ed. 228KgP, Play and Rhythmic Expression	2
Ed. 229KgP, Arts and Crafts in the KgP Grades	2
Ed. 241KgP, Social Studies, Science and Numbers in the KgP Grades	6
Electives	3-6

SECOND SEMESTER	15-18 HOURS
Ed. 223KgP, Student Teaching	6
Ed. 224KgP, Student Teaching Seminar	3
Electives	6-9

[1]These programs are effective September, 1959.

APPENDIX II

USE PEN. WRITE OR PRINT. DATE----------,1960

NAME_____ SUBJECT(S)_____ GR_____

MAJOR FIELD OF STUDY_____/_____ GR_____
(15 or more sem. hours)

What THREE MAJOR PROBLEMS are you facing in your student teaching at this time? You may be experiencing difficulty because of one of the following: pupil adjustment, discipline, selection and organization of subject matter, special methods, techniques or procedures, the organization and management of the class. Discuss YOUR problems briefly, but completely. Indicate whether this problem is faced in one or both classes.

PROBLEM #1 GRADE(S)_____

PROBLEM #2 GRADE(S)_____

PROBLEM #3 GRADE(S)_____

YOU MAY USE BOTH SIDES OF THIS PAPER

USE PEN. WRITE OR PRINT. DATE---------, 1960

NAME_____ SUBJECT(S)_____ OR_____

MAJOR FIELD OF STUDY_____/_____ OR_____
(15 or more sem. hours)

What THREE MAJOR PROBLEMS are you facing in your student teaching at this time? You may be experiencing difficulty because of one of the following: pupil adjustment, discipline, selection and organization of subject matter, special methods, techniques or procedures, the organization and management of the class. Discuss YOUR problems briefly, but completely. Indicate whether this problem is faced in one or both classes.

PROBLEM #1 GRADE(S)_____

PROBLEM #2 GRADE(S)_____

PROBLEM #3 GRADE(S)_____

YOU MAY USE BOTH SIDES OF THIS PAPER.

USE PEN. WRITE OR PRINT. DATE--------, 1960

NAME_____ SUBJECT(S)_____ GR_____

MAJOR FIELD OF STUDY_____/_____ GR_____
(15 or more sem. hours)

What THREE MAJOR PROBLEMS are you facing in your student teaching at this time? You may be experiencing difficulty because of one of the following: pupil adjustment, discipline, selection and organization of subject matter, special methods, techniques or procedures, the organization and management of the class. Discuss YOUR problems briefly, but completely. Indicate whether this problem is faced in one or both classes.

PROBLEM #1 GRADE(S)_____

PROBLEM #2 GRADE(S)_____

PROBLEM #3 GRADE(S)_____

YOU MAY USE BOTH SIDES OF THIS PAPER.

APPENDIX III

LETTER EXPLAINING PROCEDURE FOR INTERVIEW

Dear Student Teacher:

Thank you for helping with this project. I believe it will help student teachers, you and those coming into the program.

The interview will be about ten (10) minutes. Your name will never appear on the tape. The procedure to be followed is:

1. Miss D. will give you a card with a problem situation.[1]
2. Read the card.
3. When you feel you have read over the situation and are ready to present your solution or steps to the solution of the problem, let Miss D. know....taping begins here.

Again, thank you for taking some time out from your busy schedule.

Sincerely,

L. E. Dieterle

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[1]See Appendix IV for a listing of the problem situations which were presented to the student teachers on 4" x 6" index cards.

APPENDIX IV

PROBLEM SITUATIONS USED DURING INTERVIEWS I AND II

Interview I.

1. Many children in my two groups can solve computational problems, but are poor when it comes to word problems. They do not seem to be able to analyse the problems and therefore do not know how to go about solving them. Can you help?

2. My biggest problem seems to be general classroom order in my social studies class. Being quiet and remaining in their own seats seems to be a rule that is unfamiliar to them. Probably much of the problem is merely due to the fact that the class is very large. I find it difficult to get all 42 children settled down to have a really good lesson.

3. I sometimes find that a really good discussion is difficult to have in this class. Most of the children are eager to participate in discussion, but few have a worthwhile contribution to make. There are a few children in particular who I often have to avoid calling on because they like to talk, but have nothing to say. Can you help me?

4. I have a few problems with my science class, but the main one seems to be getting them to really think carefully and exercise more care in doing written work. This problem applies mainly to tests. It is evident from their answers that many do not read the questions carefully, think before writing, and proofread answers. Can you help?

5. The first unit seemed to lend itself to such a variety of activities, and we did so many things that I have trouble finding new ideas and plans for later units. I find myself repeating activities frequently. Fortunately, I have been able to keep them interested. Can you give me sources for new activities in SS, 3rd grade?

6. Children's activities--I cannot get the children to be self-directed. They never remember to do home assignments even when they have been started in school. They only do school assignments if I keep after them, check their progress, etc. They seem very keen while I am using motivational devices such as a filmstrip, storytelling, etc., but do not respond when it's their turn to work. Can you help?

7. Classroom control--feel that the class is too large (41) to keep in touch with progress of each child. I know which students do well and which ones do poorly, but find it difficult to reach the others. I never feel quite sure whether these people are understanding or even paying attention. How can I check progress of each child frequently?

8. The majority of the pupils are very weak in arithmetic fundamentals. The basic facts that should have been mastered in second and third grade escaped most of the students. This makes it very difficult to cover the items listed in the Teaching Guide in a single semester. Can you help me?

9. Some of the pupils tend to day dream when they are supposed to be working problems and do not complete their assignments by the end of the period. What can I do to speed up their work?

10. The school does not contain an ungraded room. The lower IQ's are retained in the classroom along with children who have normal and above IQ's. This creates a discipline problem and a definite grading problem. What can I do?

11. I find that there is almost no carry over of what this class learns. When we talk about some particular problem they talk intelligently and are able to make corrections, etc. and not five minutes later they make the same mistakes that were just discussed. Can you help me?

12. In both of my classes I never seem to complete the lesson plans for a full week. Usually the material I have planned for 3 or 4 days takes a full week to complete. Can you help me?

13. Keeping my vocabulary down to the pupils' level. While I feel as though some progress has been made, there is still room for improvement.

14. Trying to get certain children to work is a problem. Whenever I give an assignment, it seems there are some children who just sit there and will not take out papers or their books. What can I do?

15. In both classes it seems that we never can complete my lesson plans. There usually isn't enough time to get all the activities I have planned into the lesson. What can I do?

16. I don't feel that I have any real problems with this class except that at times I wish I could find a few more unusual activities to break up the routine that would be practical. Because of the ability of the group I spend a good deal of time on repetition and usually there is not much time left for these other types of activities.

17. I have a problem in that my cooperating teacher has not quit teaching. She has said she knows she should step back and let me take over but she has not done so in the class. What can I do?

Interview II.

1. How can you really help a child during a 40-minute period? I have tried to help the individual, but am not successful. I have 45 children and teach for 40 minutes.

2. How can I get the poorer students to participate in discussion (5B/ Social Studies)? The brighter students are always ready and even get ahead of me.

3. I have three boys who cannot read (4B/4A) and I find it difficult to help them during my SStudies class. How can I help them during a 40-minute period?

4. I have had trouble quieting the students at the beginning of the period. Can you give me some suggestions?

5. I have a very slow group in Social Studies (6B). What can I do to motivate them to go beyond the textbook? I'd like to carry on some extra projects but they do not seem interested.

6. Grouping is very difficult for me. The children become discipline problems as soon as I leave them on their own. Can you help me?

7. What do you do about children who never do homework? I have six students who never do any homework.

8. I find it difficult to draw the line between firmness and friendliness when I enter a new situation. How can I establish myself with a new group and strike a happy medium?

9. I have grouped my 5B arithmetic class, but I now find I have just as wide a range with my two groups. How can I really help the children in each group within the limited time?

10. I am having difficulty keeping up with the subject matter in 7th grade science. What can I do to keep ahead in all subjects I will be teaching?

11. I received a transfer student who refuses to conform to our room organisation. I have tried many things to help him adjust, but to no avail. He is a poor student (6B) and the class is a good group.

APPROVAL SHEET

The dissertation submitted by Louise E. Dieterle has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

MAY 24, 1961
Date

Arthur P. O'Mara
Signature of Adviser